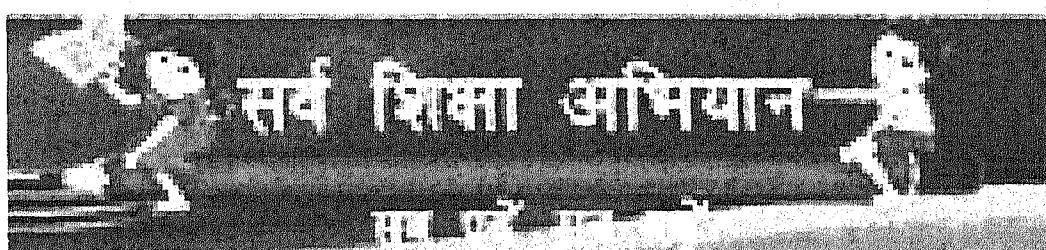


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**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN
DISTRICT- BASTI
UTTAR PRADESH**



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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the GIRI Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Basti district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar & Sri O.P. Chaturvedi, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The implementation of SSA programme at the state level is being undertaken by the office of SPD under the able leadership of Shri Deepak Trivedi IAS (SPD) and Shri Dinesh Babu Sharma, (APD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the director of the institute Prof. AK Singh who has created required research insight and atmosphere in the institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr. Fahimuddin and Dr. R.C.Tyagi for their continuous support and suggestion while working for this report. We are also thankful to members of research team Mr. Ajay K.Singh, Mr. Kaleem, Mr. Ajai K. Dubey, Mr. Durga Dutt Mishra and Ms Shailja Tewari for their hard work to complete the report.

Last but not least, our thanks are due to Mr. Manoharan, K. and Mrs. Geeta Bisht for efficient handling of typing work and to Mr. R. S. Bisht for maintaining official records.

Date: January 2008

Dr. B. K. Bajpai

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ABBREVIATIONS

AIE	Alternative and Innovative Education
BCR	Block Resource Centre
BSA	Basic Shiksha Adhikari
CRC	Cultural Resource Centre
CWSN	Children With Special Needs
DCF	Data Capture Format
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPC	District Programme Committee
DPE	Director of Primary Education
DPEO	District Primary Education Office
DPEP	District Primary Education Programme
DRG	District Resource Gang
ECCE	Early Childhood Care Education
EGS	Education Guarantee Scheme
EMIS	Education Monitoring Information System
EV	Education Volunteer
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid Day Meal
MM	Maktab/Madarsa
MTA	Mother Teacher Association
NPEGEL	National Programme for Girl Education at Elementary Level
NPRC	Nyaya Panchayat Resource Centre
NRBC	Non Residential Bridge Course
PAB	Programme Approval Board
PMIS	Project Management Information System
PS	Primary School
PTA	Parents Teachers Association
RBC	Residential Bridge Course
SCERT	State Council for Education Research and Training
SDC	School Development Committee
SPD	State Project Director
SRG	State Resource Gang
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
TSS	Total Sanitation Scheme
UPS	Upper Primary School
VEC	Village Education Committee
WEC	Ward Education Committee

Executive Summary

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words Sarva Shiksha Abhiyan is:

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education

Aims of Sarva Shiksha Abhiyaan

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and material.

Objectives of Sarva Shiksha Abhiyaan

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010

- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

Scope of Work

The Programmes to be covered include:

1. Sarva Shiksha Abhiyaan
2. Achievement level of primary and upper primary schools.
3. Mid-Day Meal Scheme
4. Kasturba Gandhi Balika Vidyalaya
5. National Programme for Education of Girls at Elementary Level.
6. Alternative schooling

Preparatory Activities

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following :

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to rupees 1000 to a school,
- Household surveys and preparation of habitation plans up to Rs.3 per household,
- A set of base line studies, etc.

Study Sample and Design

There are 1507 primary, 485 upper primary schools, 3 Maktab/Madarsas and 5 cluster model schools for NPEGEL in the district. There are no EGS, AIE, RBCs and NRBCs. All type of schools are 2002 in number . There are 2 Kasturba Gandhi Balika Vidyalaya in the district.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 76 primary and 25 upper primary schools and 1 Madarsa. Apart from these, 2 NPEGEL Centres out of 5 centres running in upper primary schools of the district have also been covered in the sample. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Main Findings and Suggestions:

The main finding and suggestion of the study are as following:

A larger number of primary schools have been opened in the year 2007-08 as against the sanctioned number.

- In case of upper primary schools, there is lesser number of schools opened in the year 2007-08 as against the sanctioned number.
- There was no information available relating to total sanctions made in the current financial year 2007-2008.
- No actual appointments were made in the current year.
- In service training was largely lacking.
- More teachers need to be provided In-service training.
- The information relating to the recruitment mode of teachers was not made available through the BSA office.
- Orientation training has not been provided to any number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.
- High enrollment of school-age children has been found in Basti district.
- However, the enrollment of girls as against the boys is relatively lower.
- Girls' enrollment needs to be increased in Basti district.
- Construction in primary and upper primary schools is pending in large number of cases.
- The reasons for pending construction work need to be taken into consideration.
- Construction in primary and upper primary schools building and extra rooms is also not started in large number of cases.
- It needs to be started.
- The involvement of teachers in such activities needs to be minimized. All the schools (1852 in number) received the grants for the year 2007-08.

- No amount was utilized by VECs for the primary and upper primary schools till October 2007.
- There was no centralized purchase for schools from the grant by the BSA.
- None of the children out of total CWSN children were provided with aids and appliances during 2007-08.
- Large number of ramps still needs to be constructed in the schools with CWSN.
- The additional rooms also required to be attached with ramps where the CWSN are there.
- Counseling should be provided to the parents of CWSN children.
- The proposed work of the setting of EGS/AIE Centres in the district should be given due consideration as the teaching has not been started there till now.
- BSA was reluctant to provide any information regarding the functioning of NPEGEL in the district.
- BSA should be made responsible to provide information in this regard.
- There was no effort to fulfill the targets for the functioning of model cluster school.
- All sanctioned posts of KGBVs should be filled and made functional quickly.
- EMIS set up of the district is provided with required computers and operator.
- BRC coordinators need to be trained and entrusted with the task of verifying 5 per cent of the data collected in the district.
- The collected data through EMIS are not being sent to SPD.
- VEC members have been trained for its proper functioning.
- The sanctioned positions of district level officials are vacant in about 50 per cent cases.
- Most of the primary schools (78 per cent) were established before ten years and the construction of only around 71 percent of total primary schools was done before ten years.
- In case of upper primary schools, only 52 percent schools have been established before ten years and only 44 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required on the establishment of new schools and subsequently their construction.
- The maximum of 23 (30.26 per cent) of the sample primary and 8(32 per cent) upper primary schools have on an average 5 rooms available.
- But more than 35 per cent primary schools use four rooms and 48 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- Only about 67 per cent schools have play ground.

- 19.80 per cent schools are with boundary walls.
- 55 per cent schools have sports items.
- The available sports items are used by students only in 52 per cent schools.
- 95 per cent schools have mats and furniture.
- 98 per cent schools have classroom blackboards.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.
- The availability of drinking water facility is more in primary schools (i.e. 100 per cent) as compared to 96 per cent in upper primary schools.
- The convergence of drinking water facility with Swajaldhara has been about 19 per cent.
- 5 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all upper primary schools.
- Toilet facilities are available, to 88.52 per cent for boys and 93.44 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 82.61 per cent for boys and 100 per cent for girls.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present. The toilet facilities are not used in about 6 percent of primary schools.
- More or less, in around 6 percent schools, toilet facilities are not in use. Further 50 per cent toilets are not used due to the improper handling of existing facilities.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.
- 5.26 per cent primary and 4 per cent upper primary school buildings are in bad shape.
- The condition of school buildings at the upper primary level is found to be better.
- In view of this special provision of repairs should be made to consider the students safety.
- Out of total schools which are in bad condition, in 4 (100 per cent) schools, which are in bad conditions, cracks in roof exist. This may cause accidents. In view of this, the repair work should be taken up at the earliest.
- The teacher-students ratio is found to be very good (1:41 and 1:27) in primary and upper primary schools.

- But there is a difference between number of sanctioned teachers and in position teacher in primary and upper primary schools.
- Teachers attendance is also not found upto the mark. But there was only one habitual absentee recorded in primary school.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary as well as upper primary schools.
- More than 15 per cent of working teachers have received training.
- Only 21 per cent working teachers in primary schools have received training.
- Around 2 per cent of upper primary school teachers have received training.
- More than 75 per cent trainees received training of 1 to 3 days duration.
- More than 2 per cent trainees received training of 4 to 6 days duration.
- More than 2 per cent trainees received training of 7 to 15 days duration.
- More than 18 per cent trainees received training upto 30 days duration.
- Training module lacks training of core subjects like Maths, English.
- Training duration should be longer.
- Low percentages of working teachers are getting training, particularly in upper primary schools.
- There has been a difference between reported students and enrolled students.
- Only 76.72 percent of the enrolled students were present on register.
- Only 68.46 per cent of the enrolled students were present on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- More than 61 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- More than 25 per cent students were found absent due to their participation in local fairs/markets.
- More than 12 per cent students were found absent due to other reasons.
- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was minimum in the respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check student's attendance.
- The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. The performance of primary and upper primary

school students in an exclusive test has been found poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

- The information regarding enrollment of students as per prescribed norms was not provided by the school or by the BSA.
- Over all left out rate ranged from 0.37 to 2.81 percent in primary and upper primary schools but this is higher (3.25 percent) among boys of upper primary schools.
- Only 21 students are studying (repeating) in the same classes in primary schools.
- The girls' left out rate is higher (0.72) in primary schools. The overall left out rate is higher among girls at the primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.
- Enrollment of existing CWSN is 94 per cent in the district.
- There was availability of appliances and aids to the enrolled students at the primary as well as upper primary school level. Further, the above facilities cannot be utilized properly in the absence of required ramps in the schools.
- Moreover, number of the parents counseling meetings per schools for this has also been found just less than half, out of enrolled students.
- It is required to enhance the counseling session of parents as well as complete the construction of ramps in the schools.
- About 11 per cent schools did not distribute books in time.
- Main reason was delay in supply from district office and also less number of books supplied in time. Proper coordination between SPO, DPO and school is required.
- The availability of food under MDM programme has not been the problem in the sample schools but the non-availability of food as per menu has been a problem in 35 per cent schools.
- The payment of cooks has not been timely in about 58 per cent schools.
- Around 9 per cent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked in open ground in majority of the schools.
- 5 percent schools do not have required utensils.
- As regards cleanliness awareness, it is followed by the students during MDM.
- More than 65 per cent schools are inspected regularly for MDM.

- Only 9.21 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.
- Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized. More than 99 percent members attended VEC meetings with adequate female representation.
- The representation of male SC members was only 16 per cent.
- VEC meetings were held only in 60 per cent primary and 44 per cent upper primary schools.
- Only 19.74 per cent of the primary schools have organized training for VEC members.
- Only 68.41 per cent of the VEC members were trained in primary as well as upper primary schools.
- Attempts should be made to organize training in each school and monitoring should be made for each VEC member. In case of primary schools, VECs' role in improving school conditions was found to be good in about 6 per cent schools.
- Their satisfactory role was reported in 60 per cent schools and it was found to be bad in 34 per cent schools.
- VECs' role in improving overall school conditions was found to be good in only 7 percent upper primary schools.
- Their satisfactory role was reported in 52 percent upper primary schools.
- In 40 per cent upper primary schools, their role was found to be bad in this respect.
- The role of VECs' should be more important for improving school conditions. Hence, VEC members should play more active role in this respect. For different types of constructions, grants are not utilized properly.
- Through better monitoring of construction work and fund utilization, expected results can be achieved. Most of the VECs did not have school construction related records.
- This is one of the main reason of fund misuse and slow progress of construction work in schools of Basti District.
- Out of 10 schools only 7 had been supervised in case of Primary schools.
- Out of 2 schools only 1 had been supervised in case of Upper Primary schools.
- Construction of new Primary and Upper Primary schools was not found in the district.
- There was no installation of hand pump in the schools neither it was proposed.

- No toilet was proposed to be constructed in the schools.
- The satisfactory construction work has been reported in all 100 per cent cases.
- There was no reason pointed out for unsatisfactory construction work.
- Strict supervision of construction work is suggested.
- There are 2 KGBV running in the district.
- BSA did not inform about the grant received for KGBV in the district.
- There are no RBC and NRBC in the district.
- No EGS/AIE centres have been found in the district.
- The student attendance in the alternative schooling centres is low.
- The NPEGEL centres are not functioning properly.
- The Centres are deprived of TLM, MDM and other programmes.
- Proper records are not maintained.
- VEC members are required to be oriented for the development of alternative schooling.
- BRC Coordinators visits were found on an average twice in a month in both schools (primary and upper primary school) for providing academic input.
- NRPC coordinators visits were made on an average four times in a month in both schools (primary and upper primary school).
- The filled in data capture formats have been sent to the district office.
- General school conditions were found to be average but these were rated better at the primary school level as compared to the upper primary level by the investigators.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA)

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Basti District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sample study of selected primary, upper primary and alternative schooling system.
- (iii) Verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan.
- (ii) Achievement Level of Primary and Upper Primary Schools.
- (iii) Mid-Day Meal Scheme.
- (iv) Kasturba Gandhi Balika Vidyalaya.
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) Alternative Schooling etc.

1.4 Study Sample and Design

There are 1507 primary, 485 upper primary schools, 3 Maktab/Madarsas and 5 cluster model schools for NPEGEL in the district. There are no EGS, AIE, RBCs and NRBCs. All type of schools are 2002 in number as presented in Table 1.1. There are 2 Kasturba Gandhi Balika Vidyalaya in the district.

Table 1.1 No of Total Actual Schools in Basti District

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV	
1.	Bhadurpur	118	33	-	-	2	-	-	1	-	154
2.	Kudrha	98	32	-	-	-	-	-	-	-	130
3.	Vikramjot	108	36	-	-	-	-	-	-	-	144
4.	Bastisadar	121	39	-	-	1	-	-	-	-	161
5.	Ramnagar	92	25	-	-	-	-	-	-	-	117
6.	Harriya	118	34	-	-	-	-	-	-	-	152
7.	Prushrampur	115	48	-	-	-	-	-	-	1	164
8.	Saunghat	93	27	-	-	-	-	-	2	1	123
9.	Kaptanganj	80	26	-	-	-	-	-	-	-	106
10.	Rudhauri	90	29	-	-	-	-	-	-	-	119
11.	Bankati	120	35	-	-	-	-	-	-	-	155
12.	Saltauwa	112	40	-	-	-	-	-	2	-	154
13.	Gaur	126	41	-	-	-	-	-	-	-	167
14.	Dubauliya	85	32	-	-	-	-	-	-	-	117
15.	Urban	31	8	-	-	-	-	-	-	-	39
Total		1507	485	-	-	3	-	-	5	2	2002
No. of Sample Schools		76	25	-	-	1	-	-	2	1	105
% of Sample Schools		5.04	5.15	-	-	33.33	-	-	40.00	50.00	5.24

Source: SSA Programme, BSA Office, District- Basti .

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 76 primary and 25 upper primary schools and 1 Madarsa. Apart from these, 2 NPEGEL Centres out of 5 centres running in upper primary schools of the district have also been covered in the sample. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: No. of Sample Schools in Basti District

Sl. No.	Name of Blocks	Primary Schools	Upper Primary Schools	NPEGEL	EGS	AIE	Madarsa	KGBV	Bridge course		Total
									RBC	NRBC	
1.	Bhadurpur Schools/Centre	118 (24.84)	33 (22.45)	1 (20.00)	-	-	2 (75.00)	-	-	-	154 (24.41)
		18 (23.68)	5 (20.00)	-	-	-	-	-	-	-	23 (21.90)
2.	Bastisadar Schools/Centre	121 (25.47)	39 (26.53)	-	-	-	1 (25.00)	-	-	-	161 (25.52)
		19 (25.00)	7 (28.00)	-	-	-	1 (100.00)	-	-	-	27 (25.71)
3.	Saunghat Schools/Centre	93 (19.58)	27 (18.37)	2 (40.00)	-	-	-	1 (100.00)	-	-	123 (19.49)
		15 (19.74)	5 (20.00)	2 (100.00)	-	-	-	1 (100.00)	-	-	23 (21.90)
4.	Saltauwa Schools/Centre	112 (23.58)	40 (27.21)	2 (40.00)	-	-	-	-	-	-	154 (24.41)
		18 (23.68)	7 (28.00)	-	-	-	-	-	-	-	25 (23.81)
5.	Urban Schools/Centre	31 (6.53)	8 (5.44)	-	-	-	-	-	-	-	39 (6.18)
		6 (7.89)	1 (4.00)	-	-	-	-	-	-	-	7 (6.67)
	Total Schools/Centre	475 (100.00)	147 (100.00)	5 (100.00)	-	-	3 (100.00)	1 (100.00)	-	-	631 (100.00)
	Sample no of Schools	76 (100.00)	25 (100.00)	2 (100.00)	-	-	3 (100.00)	1 (100.00)	-	-	105 (100.00)

Source: SSA Programme, BSA Office, District – Basti .

There is 1 Kasturba Gandhi Balika Vidyalaya found functional in the district. The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The ensuing Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	<u>BR</u>C			
	a. Within 3 KM	10 (13.15)	4 (16.00)	14 (13.86)
	b. 3 to 5 KM	10 (13.15)	2 (8.00)	12 (11.88)
	c. 5 to 8 KM	20 (26.32)	10 (40.00)	30 (29.71)
	d. Above 8 KM	36 (47.38)	9 (36.00)	45 (44.55)
	Total	76 (100.00)	25 (100.00)	101 (100.00)
2	<u>N</u>PRC			
	a. Within 3 KM	58 (76.32)	17 (68.00)	75 (74.26)
	b. 3 to 5 KM	12 (15.79)	6 (24.00)	18 (17.82)
	c. 5 to 8 KM	5 (6.58)	2 (8.00)	7 (6.93)
	d. Above 8 KM	1 (1.32)	-	1 (0.99)
	Total	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field survey, SSA programme, District Basti, U.P.

CHAPTER-II

EDUCATIONAL PROFILE OF BASTI DISTRICT

2.1. Introduction:

The district lies between the parallels of $26^{\circ} 23'$ and $27^{\circ} 30'$ north latitude and $82^{\circ} 17'$ and $83^{\circ} 20'$ east longitude in North India. Its maximum length from north to south is about 75 km and breadth from east to west about 70 km. Basti lies between the newly created district Sant Kabir Nagar district on the east and Gonda district on the west. On the south, the Ghaghara River separates it from Faizabad district and newly created Ambedkar Nagar district, while on the north, the district is bounded by Siddharthnagar district. The district lies entirely in the submontane plain, with no natural elevations to diversify its surface. Following are the important features of the district:

Geographical Area:	3034 Sq.km
No. of Tehsils :	3
No. of Development Blocks:	13
No. of Nyaya Panchayats:	139
No. of Gram Panchayat :	1097

According to the 2001 census, Basti covered an area of $7,309 \text{ km}^2$ and was the seventh largest district in the state. Because of the changing course of the Ghaghra, the district's area is subject to frequent alterations. According to the 2001 census, the district has a population of 2,068,922 persons, of whom 1,079,971 are males and 988,951 females (sex ratio 916). The population density is 682 persons per square kilometer.

As of 2001, the literacy rate has increased to 54.28% from 35.36% in 1991. The literacy rate is 68.16% for males (increased from 50.93% in 1991) and 39.00% percent for females (increased from 18.08% in 1991).

Educational Background

In ancient period the system of education of the region comprising the present district of Basti was, as elsewhere in the country, more or less the concern of the family, the teacher and scholars usually being Brahmins. This system was involved and standardized on the basis of certain universally admitted and established ideals and practices connoted by the term

Brahmacharya which means a life dedicated to physical self-control as well as complete control over all the senses. From the Vedic age downwards the central concept of education has been that it is a source of illumination giving a correct lead in the various spheres of life. Under this system the pupil had to go either to the house of a teacher or to the ashram (hermitage) of a rishi to get this education. In course of time the importance of association and initiation was emphatically realized and the gurukula (ashramite) system became traditional. This was with a view to impart education under the direct guidance and continuous personal contact of a teacher of noble character and great achievements.

This system of education seems to have continued, in some form or the other till the beginning of the mediaeval period, when a new element, that of private pathshala (school) entered upon the scene. These pathashalas were usually attached to temples and the subjects taught were Sanskrit grammar, astrology, mathematics, etc. When the Muslims settled in this region they established their own maktabs or madarsas (Muslim schools) which were for Islamic learning and were attached to mosques. In those days no regular system of education was sponsored by the State and these pathashalas and maktabs were privately owned and run, receiving no regular financial aid from the Government, except occasional gift of land.

With the advent of the British, the State began to take interest in the general education of the people. In the District, education had hardly gained a footing when the freedom struggle of 1857 broke out and destroyed what little good had resulted in the beginning. With the restoration of order in the District in 1859, zila and pargana visitors were sent round with instructions to start schools where possible or requisite. Of such schools the oldest were the schools at Sirsi, Bargaon and Gaighat, which date from 1859; while in the succeeding year those at Sihtikar, Belhar Kalan, Nagar had come into existence. When the region acquired separate entity of a district in 1865, there were 160 institutions and 5,635 students. In 1878, the number of schools rose to 229, though the number of pupils was somewhat less. In 1883, when education was entrusted to the newly constituted district board there were only 135 schools and 5,427 scholars. The number of scholars had dropped to 3,648 in 1895. The following year a more vigorous educational policy was introduced, as a result of which indigenous schools were recognized and aided, while the existing State schools were roused from their existing condition of lethargy into which they had fallen. As an obvious outcome of this improvement the enrolment was doubled during the next three years, and the subsequent progress was well maintained, the number of students rising to 17,758 in 1905 and the number of schools being 315. There was a rising trend in the number of schools as also the number of scholars till 1908, when the total number of schools in the district, was 427 with 26,507 scholars. Thereafter a decreasing trend was noticed for four years and the number of

schools, in 1912, had gone down to 325 and the scholars; to 22,360. In 1920 the number of schools and scholars rose to 488 and 32,499 respectively. Then onward there was an all time rising trend till 1932 when the number of schools rose to 884 and students to 51,750 . Till 1905 it had been found, as in most districts, that a purely agricultural population was slow to grasp the advantages of modern education; but, as evident with the latter trend, a change was coming over the scene, and the number of aided schools started by the people themselves without pressure from outside was a feature of the district and funds were increased education had continued to spread. Till then the increase had been confined almost wholly to primary education. The number of Vernacular middle schools had only risen from five to eight since the formation of the district in 1865 and the number of students in these schools was still only 1,559. These schools were at Basti, Haraiya, Halaur, Rudhauli, Hariharpur. Another schools of this description was opened Khalilabad. English education was practically non-existent and around the time in this respect Basti was backward. The only recognised school were English was taught was the Basti Church Mission High School, which received a grant of Rs.135 per month from the district board, and had at the time 161 boys on the roll. This school was teaching up to the entrance standard, and was serving the purposes of a zila school . Besides, there was also an unrecognised English schools at Bansi, dated back to 1865. Till 1877 it was aided by government, but since that time it was managed by the raja of Bansi at his own expense. It was imparting education up to the middle standard and had 65 boys on the roll.

In the year 1952 the total number of schools in the district was 917 with 87,409 pupils. Since then there had been an all-time rising trend in these figures and in the year 1961 the number of schools had risen to 1,233 with 1,38,492 students on roll. This figure was inclusive of a degree college in the district which was started in 1959-60 with an enrolment of 91 students, the figure going up to 183 in the following year. Further, standardwise break-up of the educational institutions was 24 intermediate and higher secondary schools with 12,571 students, 130 junior high schools with 16,302 students and 1,078 primary schools with 1,09436 students.

Female education in the district, had started in 1866, with ten schools and 132 pupils; but little progress was made and the numbers had rapidly declined. In 1902 there were two such schools with 58 students, but by 1905 the number had grown to 21 schools and 440 pupils. There was a model school for girls at Basti, while the rest were for the most part aided institutions.

By the year 1971 the district was saturated with as many as 79 higher secondary , 198 Senior Basic and 2,020 Junior Basic Schools out of which 6 and 63 and 261 respectively were for girls exclusively. In the recent years the educational status of Basti district has considerably improved i.e. literacy rate has increased to 54.28 per cent (Census 2001) as compared to 35.36 per

cent in 1991. Female literacy increased to 39 per cent as against 18.08 per cent in 1991. Thus, the educational development lead to the progress of the district towards the socio-economic sector.

Many villages, including Tikariya, Udaipur, Kanraha, and Kawalpur, have large populations of Rajpoots. Saandpur and Bachaipur have many Brahmin, and Gauriya and Khatamsarai have many Yadavas. All these villages are situated on the Basti, Gonda, Faizabad border.

The district, in spite of its apparent uniformity of aspect, it divided topographically into several distinct tract namely, the low valley of the Ghaghra in the south, extending from that river to its tributary, the Kuwana; the central upland ,between the latter river and the rapti; and the low and ill-drained paddy belt between the Rapti and the Nepal boundary.

The district has two main river systems namely, the Ghaghra and Rapti, both of which ultimately form a part of the great Gangetic system. The other streams of the district are the Kuwana, its tributaries are, the Rawai, The Manwar and the Katnehia, and the Ami is a tributary of Rapti.

The irrigation in the district takes place through Sharda Canal Network system and Tubewells. About 68 per cent of the district area is under cultivation.

About 63 per cent area of net sown area (207898 hectares) is irrigated by ground water (83.80 per cent), Canal (1.20 per cent) and other sources (15 per cent). The share of surface water irrigation is 48 per cent while that of ground water is 52 per cent. The economy of the district mainly depends upon Agriculture.

It is evident from Table 2.1 that there has been an increment in the literacy rate of the district from 35.36 per cent to 54.28 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district though it was found to be lower than the state average, i.e. 57.36 per cent. The male literacy rate (68.16 per cent) is recorded to be the far higher as compared to the female literacy rate (39.00 per cent) in the district during the year 2001. However, literacy among male and females was recorded to be the lower as compared to the state average during both the decades.

Table-2.1: Literacy Rate of Basti District and U.P

Sl. No.	Item	Uttar Pradesh		Basti District	
		1991	2001	1991	2001
1	Persons	40.7	57.36	35.36	54.28
2	Male	54.8	70.23	50.93	68.16
3	Female	24.4	42.98	18.08	39.00

Source: Census of India, 2001.

2.2. Status of Schools:

As per information available from the office of Basic Shiksha Adhikari, Basti, there were 1990 primary and upper primary schools as on 31 March 2007. Out of these, 1507 were primary and 483 upper primary schools in the district. Total number of 97 (13 PS and 84 UPS) was sanctioned for the current financial year of 2007-08. The total of 100 schools (40 P.S and 60 U.P.S) were opened in current financial year 2007-08 as against the sanctioned number. Current status of PS & UPS in the district including newly opened schools indicates that there are 1990 schools out of which 1507 are primary and 483 upper primary schools (Table-2.2).

Table-2.2: Details about Opening of Schools

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.07	1507	483	1990
2	No. of Schools Sanctioned in current financial year-2007-08	13	84	97
3	No. of Schools Opened in current financial year-2007-08	40	60	100
4	Current Status of School	1507	483	1990

Source: SSA Programme, BSA, District- Basti, U.P.

Findings

- A larger number of primary schools have been opened in the year 2007-08 as against the sanctioned number.
- In case of upper primary schools, there is lesser number of schools opened in the year 2007-08 as against the sanctioned number.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in the Table-2.3 A & B indicated that there were 4706 total in-position teachers for primary schools and 969 teachers for upper primary schools as on 31st March, 2007. There was no information available relating to the number of sanctioned teachers for the current financial year. Further, no actual appointments were made. The number of in-position teachers in primary and upper primary schools in the district further indicated that in case of primary schools, more than 21 percent are in the category of headmasters, 24.97 per cent are as assistant teachers and remaining 53.34 per cent as Shiksha mitra.

In case of upper primary schools 20.85 percent of total appointments are for headmasters and remaining 79.15 percent for the assistant teachers.

Table-2.3 A: Details about Primary School Teachers

Sl. No.	Details	Primary Schools			
		Teachers as on 31.03.07	Sanctioned during 2007-08	Appt. against Sanction	Difference
1	2	3	4	5	6
1	Head Master	1021 (21.69)	-	-	-
2	Assistant Teachers	1175 (24.97)	-	-	-
3	Shiksha Mitra	2510 (53.34)	-	-	-
4	Total	4706 (100.00)	-	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

Table-2.3 b: Details about Upper Primary School Teachers

Sl. No.	Details	Primary Schools			
		Teachers as on 31.03.07	Sanctioned during 2007-08	Appt. against Sanction	Difference
1	2	3	4	5	6
1	Head Master	202 (20.85)	-	-	-
2	Assistant Teachers	767 (79.15)	-	-	-
	Total	969 (100.00)	-	-	-

Source: Source: Office of the Basic Shiksha Adhikari, District Basti.

Findings and suggestions

- There was no information available relating to total sanctions made in the current financial year 2007-2008.
- No actual appointments were made in the current year.

2.4. Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Basti during 2007-08 was not made available through the BSA office as presented in Table-2.4.

Table-2.4: Mode of Recruitment of Teachers

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2007-08		Appt. at DPO Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Head Master	-	-	-	-	-	-	-	-
2	Assistant Teacher	-	-	-	-	-	-	-	-
3	Shiksha Mitra	-	-	-	-	-	-	-	-
4	Total	-	-	-	-	-	-	-	-

Source: SSA programme, BSA, District- Basti, U.P.

2.5. Teachers' In Service Training:

In order to maintain teaching standard, the target of teachers training has been fixed for the primary and upper primary schools. As per data presented in Table-2.5, the target for training of 339 primary school teachers was fixed. Out of these 177 (52.21 per cent) were provided training up to 31.10.07. In case of upper primary schools, no target was decided to provide training for teachers till 31.10.07.

Table-2.5: Details about In Service Training of PS & UPS Teachers

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.07	Balance/ Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.07	Balance/ Left
1	2	3	4	5	6	7	8
1	Headmaster	-	-	-	-	-	-
2	Assistant Teachers	-	-	-	-	-	-
3	Shiksha Mitra	339	177	162	-	-	-
	Total	339	177	162	-	-	-

Source: SSA programme, BSA, District- Basti, U.P.

Findings and Suggestion

- In service training was largely lacking.
- More teachers need to be provided In-service training.
- The information relating to the recruitment mode of teachers was not made available through the BSA office.

2.6. Teachers' Orientation Training:

A target of orientation training for primary school teachers has not been fixed for the year 2007-08. The orientation-training Programme, of 30 days has not been provided to any of the teachers till 31.10.07 as presented in Table-2.6.

Table-2.6: **Teachers' Orientation Training**

Sl. No.	Details	Primary Schools		
		Target No. of Teachers for Training	No. of Teachers provided Training as on 31.10.07	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	-	-	-
	Total	-	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

Findings and Suggestion

- Orientation training has not been provided to any number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.

2.7. Teachers Learning Material (TLM) Grant:

As per information given in Table-2.7, 2123 and 1015 teachers belonging to primary and upper primary schools respectively were found eligible to receive TLM grant during the financial year 2007-08. A total of Rs.21.44 Lakh was given as TLM grant to 2123 eligible primary schools teachers. Along with this, Rs. 5.07 Lakh was given to all the upper primary school teachers (1015 in number). The date of receipt of TLM grant was September 1 2007, for the primary as well as upper primary school teachers.

Table-2.7: **Details about TLM Grant**

Sl. No.	Details	PS	UPS
1	No. of teachers eligible to receive TLM grants in financial year 2007-08	2123	1015
2	Total grant sent by BSA to VECs accounts	Rs.2144000	Rs.507500
3	Date of release of TLM Grant	1/9/2007	1/9/2007
4	No. of teachers covered	2123	1015

Source: SSA Programme, BSA, District- Basti, U.P.

2.8. Distribution of Text Books:

The Information regarding textbooks distribution (Table-2.8) indicated that books were distributed among 269829 children of primary schools of the district in the year 2007. Out of Total recipient students, 38807 were girls (14.38 per cent) and 38247 (14.17 per cent) were boys belonging to SC category. Apart from this, there was no distribution of textbooks among the children through the state government funds.

In case of upper primary schools textbooks were distributed among 75595 students. Out of these 13915 (18.41 per cent) were boys belonging to SC category and 10117 (13.38 per cent) were girl students. Apart from this, no free textbooks have also been distributed among students of upper

primary schools from state government funds. Further, only 13915 boys received free text books through SSA Programme.

Table-2.8: Details About Text Books Distribution

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	2	3	4	5	6	7	8
1	No. of children to whom free text books have been distributed	269829	38247	38807	75595	13915	10117
2	No. of children received free text books from SSA Programme	269829	38247	38807	75595	13915	-
3	No. of children received free text books from State Govt. Funds	-	-	-	-	-	-
4	Actual date of text books distributed to the district level and to schools						

Source: SSA Programme, BSA, District- Basti, U.P.

2.9. Number of Children and their Enrolment in Schools

A household Child-Survey was conducted during September 2007 in the district, for assessing the number of children in the age group of 6-11 and 11-14 years. In the age group of 6-11 years, total numbers of 395786 children were found. Out of these 53.07 per cent were boys and remaining 46.93 per cent were girls. The number of students in the age group of 11-14 years was recorded to be less than earlier group(6-11 years), i.e. 168579. There were 53.41 per cent boys and 46.59 per cent girls in total number of children in this age group.

These figures are presented in the Table-2.9, which further indicated that 99.80 per cent of total children of 6-11 years age group were enrolled in schools. In case of children falling in 11-14 years group, enrolment ranged from 99.76 per cent among boys to 99.35 per cent out of girls as on September 30, 2007.

Table-2.9: Details of Children and their Enrolment in Schools

Age group of children		Total No of children as per household survey Sep.-2007	Total No of children enrollment as per 30.09. 2007
6-11 Years ,	Boys	210027(53.07)	209655(53.08)
	Girls	185759(46.93)	185338 (46.92)
	Total	395786(100.00)	394993 (100.00)
11-14 Years	Boys	90040(53.41)	89822 (53.51)
	Girls	78539(46.59)	78032 (46.49)
	Total	168579(100.00)	167854 (100.00)

Source: SSA Programme, BSA, District- Basti, U.P.

Findings and Suggestion

- High enrollment of school-age children has been found in Basti district.
- However, the enrollment of girls as against the boys is relatively lower.
- Girls' enrollment needs to be increased in Basti district.

2.10. Civil Works:

The construction of school buildings is in progress for primary and upper primary schools. It has been shown in Table-2.10. The available information indicates that construction of 13 new primary schools and 84 upper primary schools was sanctioned for the financial year 2007-08 in the district. It has been reported that there was work in progress in 9 new upper primary schools during visit. Constructions of all 13 Primary schools have not been and 75 upper primary schools have not been started yet due to non-approval of the list. Apart from this, the sanction has been given for additional 700 rooms in existing primary schools during the financial year 2007-08. There was no work started as yet in 658 Primary schools, due to the delay in the approval of the list. In case of 42 primary schools, layout work is completed in case of additional room's construction.

In case of existing upper primary schools, 45 additional rooms were sanctioned for construction during the financial year 2007-08. The construction work of additional 36 rooms in these schools was reported to have not been initiated. The work could not start as yet for all these rooms in upper primary schools due to the delay in approval of the list. Further it was reported that the work of 9 additional rooms was completed in case of upper primary schools. The technical supervision of civil works of primary and upper primary schools is done by the Junior Engineers of Rural Engineering Services (RES), but the proper technical guidance during the construction is not provided by these JEs as reported by the BSA and other officials.

Table-2.10: Status of Civil Work Sanctioned for the Financial Year 2007-08

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	13	-	-	13	List was not approved
2	New Upper Primary Schools	84	-	9	75	List was not approved
3	Additional Rooms for Primary Schools	700	42 (Layout)	-	658	List approved in delay
4	Additional Rooms for Upper Primary Schools	45	9 (Layout)	-	36	List approved in delay

Source: SSA Programme, BSA, District- Basti, U.P.

Findings and Suggestions	
<ul style="list-style-type: none"> • Construction in primary and upper primary schools is pending in large number of cases. • The reasons for pending construction work need to be taken into consideration. • Construction in primary and upper primary schools building and extra rooms is also not started in large number of cases. • It needs to be started. • The involvement of teachers in such activities needs to be minimized. 	

2.11. School Grants:

The details as presented in Table-2.11 indicate that the grant of primary and upper primary schools was approved for 1852 schools in the year 2007-08. All the schools (1852 in number) received the grants for the year 2007-08. The total amount released to VEC accounts was Rs. 37.02 lakhs. As per the information available, no amount was utilized by VECs for the primary and upper primary schools till October 2007. Further there was no centralized purchase for schools from this grant by the BSA.

Table-2.11: **Details about School Grants**

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2007-08	1441	411	1852
2	No. of schools to whom funds have been released	1441	411	1852
3	Date of release the grant to VEC accounts	-	-	-
4	Released amount (Rs. In lakhs)	28,80,000	8,22,000	37,02,000
5	Amount utilized by VECs upto 31.10.07 (Rs. In lakhs)	-	-	-
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	-	-	-
7	If yes	-	-	-
a.	For What purpose	-	-	-
b.	Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

Findings and Suggestions	
<ul style="list-style-type: none"> • All the schools (1852 in number) received the grants for the year 2007-08. • No amount was utilized by VECs for the primary and upper primary schools till October 2007. • There was no centralized purchase for schools from the grant by the BSA. 	

2.12. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres:

There has been a sanction of 34 EGS/AIE centers for the financial year 2006 - 2007 in Basti district. All of these 34 EGS/AIE centers were opened/ in position during that period. Besides this, 32 EGS/AIE centers were sanctioned during the financial year 2007-08. Table-2.12 containing this information indicates that all the Centres were reported in position, which is

sanctioned during this financial year. Thus, there are 32 EGS/AIE centers found in position in Basti. There have also been provisions of upgrading EGS to new primary schools resulting in 32 EGS/AIE centres being upgraded as primary schools in the current year.

Table-2.12: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2007	34	34
2	No. of EGS/AIE centers in the financial year 2007-08	32	32
3	No. of EGS/AIE centers to be upgraded in the financial year 2007-08	32	32
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

2.13 Students Enrollment in the EGS/AIE Centres:

The enrolment status in EGS/AIE centers of Basti district as presented in Table- 2.13 indicated that no child was enrolled in these Centres as on 30.09.2007. Further, the information provided through the BSA Office stated that the enrollment status in EGS/AIE centres has been in process and the work is in progress at present.

Table-2.13: Details about Children's Enrollment in the EGS/AIE Centres

Sl.No.	Social Group	Target for 2007-08	Enrolled as on 30.09.2007	Difference
1	2	3	4	5
1	SC	-	-	-
2	ST	-	-	-
3	OBC	-	-	-
4	Minority	-	-	-
5	Others	-	-	-
6	Total	-	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

2.14. Training to the Education Volunteers (EVs):

There were no EVs reported to be working in the district of Basti since the work of the establishment of EGS/AIE Centres is in process so at present there is no information available relating to the training of teachers.

Data regarding educational qualification have not been provided by the BSA of Basti district. All the EGS/AIE centers proposed in the district should have a coordinator who has been oriented. The monitoring of the proposed EGS/AIE centers is to be done through a format supplied at the district level by SPO.

2.15. Children Mainstreamed From EGS/AIE Centres:

There were no children mainstreamed from EGS/AIE centers as on 30.09.2007 in the current financial year 2007-08. There was no information provided relating to the mainstreaming of children in the last academic year in the schools of the district (Table-2.14). Free books for all subjects were not distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were not being used in all the centers.

Table-2.14: Children Mainstreamed from EGS/AIE Centres

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2007 in the current financial year 2007-08	-	-
2	Details of the last academic year 2006-07	-	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

2.16. BRC/NPRC:

The details of BRC and NPRCs in case of Basti district have been presented in Table-2.15. There were 153 BRCs recorded on 31.03.07 during the financial year 2006 - 07 and 14 during the financial year 2007 - 08. Further there were no NPRCs recorded to be running in the district as on 31.03.07. In the financial year 2007-08 there were 139 existing centres of NPRCs. Along with this, there were no details relating to the BRC and NPRCs coordinators as the information provided through the BSA office.

Table-2.15: Details about BRC/NPRC

Sl.No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centres as on 31.03.07	153	153
2	No. of NRPC centres as on 31.03.07	-	-
3	No. of BRC centres in the financial year 2007-08	14	14
4	No. of NRPC centres in the financial year 2007-08	139	139
5	Details of staff in BRC: a. Coordinators b. Asst. Coordinator c. Others	- - -	- - -
6	Details of staff in NRPC: Coordinators	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

2.17. Children with Special Needs (CWSN):

There were 2510 CWSN children identified in the financial year 2007-08 constituting 53.99 per cent male and 46.01 per cent female. None of the children out of the total CWSN children have been provided with aids and appliances during the financial year 2006-07. There were no resource teachers identified in the year 2007-08 (Table-2.16). Apart from these, there was one district coordinator appointed for IED. She has been provided orientation training and has attended capacity building programme at the state level. There were 945 schools in the district where ramps were constructed. Out of these, 720 ramps were in primary schools and 225 ramps in upper primary schools. There was counseling provided to the 1510 parents of CWSN children during current financial year i.e. 2007-08.

Table-2.16: Children With Special Needs (CWSN)

Sl.No.	Details	Male	Female	Total
1	No. of CWSN children identified in financial year 2007-08	1355 (53.99)	1155 (46.01)	2510 (100.00)
2	No. of children who have been provided with aids and appliances in financial year 2007-08	-	-	-
3	No. of resource teachers identified	-	-	-
4	No. of Itinerant teachers identified	-	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

Major Finding and Suggestion

- None of the children out of total CWSN children were provided with aids and appliances during 2007-08.
- Large number of ramps still needs to be constructed in the schools with CWSN.
- The additional rooms also required to be attached with ramps where the CWSN are there.
- Counseling should be provided to the parents of CWSN children.
- The proposed work of the setting of EGS/AIE Centres in the district should be given due consideration as the teaching has not been started there till now.

2.18. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details presented in Table-2.17, there was no information provided regarding the target of model school clusters for the year 2007 – 08 and these clusters popularly known as Meena Manch were not functioning in the district as on 30.09.2007. According to the information available, there were no clusters provided with the drinking water and toilet facilities, and no schools were added with additional class rooms as per the data provided by the BSA office. But none of these targets was fulfilled in any of these model school clusters.

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The information furnished through the BSA office stated that the record of NPEGEL was not available.

Table-2.17: National Programme for Education of Girls at Elementary Level

Sl. No.	Details of Facilities	Target for 2007-08	Made Functional as on 30.09.2007	Difference
1	2	3	4	5
1	Number of Model Schools Clusters	-	-	-
2	No. of additional class rooms to be aided.	-	-	-
3	No of model clusters with drinking water	-	-	-
4	No of model clusters with toilet facility	-	-	-
5	No of model clusters with electrification	-	-	-
6	Quantum of funds to be released	-	-	-
7	No. of ECCE centers operational under Innovation Head funds	-	-	-
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Basti, U.P.

Note : The record of NPEGEL was not available as the information provided by BSA Office.

Major findings and suggestions

- BSA was reluctant to provide any information regarding the functioning of NPEGEL in the district.
- BSA should be made responsible to provide information in this regard.
- There was no effort to fulfill the targets for the functioning of model cluster school.

2.19. Kasturba Gandhi Balika Vidyalaya (KGBV):

The information relating to the numbers of KGBVs sanctioned in the district was not available but only 2 were made functional in the year 2007 – 08. However the land has not been identified as yet for these 2 KGBVs.

The positions of two warden cum teacher, along with this 6 full time teachers, 4 part time teachers and 6 support staff (accountant/assistant, peon, chaukidar and cook) were sanctioned. Out of these, 2 posts of warden cum teacher has been filled, all the posts of the full time teachers are filled and 3 posts of part time teachers have also been filled. Further, 6 supporting staff members are in position as relating to the number of posts sanctioned (Table-2.19).

Table 2.18: Details about KGBV

SI. No.	Details	Sanctioned for 2007-08	Made Functional as on 30.09.07	Difference
1.	Number of KGBV	-	2	-

Source: : SSA Programme, BSA, District- Basti, U.P.

Table-2.19: Teaching and Other Staff in KGBV

Sl.No.	Staff	Sanctioned	In Position
1	Warden cum Teachers	2	2
2	Full time Teachers	6	6
3	Part time Teachers	4	3
4	Support Staff (accountant/assistant, peon, chowkidar and cook)	6	6

Source: SSA Programme, BSA, District- Basti, U.P.

<u>Suggestion</u>			
• All sanctioned posts of KGBVs should be filled and made functional quickly.			

2.20. Details about District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS):

The district has EMIS set up provided with the requisite computers and computer operators. The data formats have been supplied to all the schools. The data collected and compiled are not being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have not been entrusted with the task to verify 5 percent of the data collected in the district so no training was imparted to them.

2.21 Functioning of Village Education Committees (VEC):

There are 1047 village/school level education committees in the district where members of VEC have been trained for its proper functioning constituting about 100 per cent members.

2.22 Staffing at District Level SSA Office:

The district has full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC-1 (not in position), Computer Operator and MIS incharge were sanctioned and all are appointed (accept Accountant, Steno, Clerk cum Typist and Peon) in Basti district.

Table-2.20: Details about District Level Officials

Sl.No.	Name of the post category wise under SSA in District Office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	1	-
4	Accountant/ Assistant Accountant	2	1
5	Computer Operator	1	1
6	MIS Incharge	1	1
7	Steno	-	-
8	Clerk cum Typist	-	-
9	Peon	-	-
10	Driver	1	1

Source: SSA Programme, BSA, District- Basti, U.P.

Findings and suggestions

- EMIS set up of the district is provided with required computers and operator.
- BRC coordinators need to be trained and entrusted with the task of verifying 5 per cent of the data collected in the district.
- The collected data through EMIS are not being sent to SPD.
- VEC members have been trained for its proper functioning.
- The sanctioned positions of district level officials are vacant in about 50 per cent cases.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools

Out of total sample schools, more than 71 per cent have been established before ten years. About 78 per cent primary schools and 52 per cent upper primary schools were established ten years back or even before. On an average, rest of the 28 per cent sample schools were established within 10 years. As against this, about 36 per cent schools were constructed within last 10 years. In case of primary and upper primary schools, 28 per cent and 56 per cent school have been constructed during last 10 years in Basti district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1.	Less than 2 year (2007-08 to 2005-06)	7	2 (2.63)	3 (12.00)	6 (24.00)	3 (2.97)	8 (7.92)
2.	2 Years to 5 years (2004-05 to 2002-03)	9 (9.21)	7 (11.84)	8 (32.00)	7 (28.00)	15 (14.85)	16 (15.84)
3.	5 years to 10 year (2001-02 to 1997-98)	11 (13.15)	10 (14.47)	1 (4.00)	1 (4.00)	11 (10.89)	12 (11.88)
4.	10 year + (Before 1996-07)	54 (77.63)	59 (71.05)	13 (52.00)	11 (44.00)	72 (71.28)	65 (64.35)
	No. of Total Schools	76 (100.00)	76 (100.00)	25 (100.00)	25 (100.00)	101 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- Most of the primary schools (78 per cent) were established before ten years and the construction of only around 71 percent of total primary schools was done before ten years.
- In case of upper primary schools, only 52 percent schools have been established before ten years and only 44 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required on the establishment of new schools and subsequently their construction.

3.2 Availability and Utilization of Classrooms

Availability of classrooms and their utilization is presented in Table 3.2, which shows that maximum 13 rooms are available in one primary school and 2 upper primary schools out of 101

sample schools in the district of Basti. But the use of school rooms as classroom is recorded to be 8 as maximum only in one sample primary school of the district. The availability of five rooms is found in maximum number (23) of sample primary schools constituting 30.26 per cent. But at the same time use of four rooms for classrooms is recorded to be maximum constituting 35.52 per cent in 76 samples of primary schools. The availability of one room in primary schools is seen only in case of 1 school, constituting 1.31 per cent of the sample. But the use of three rooms for class teaching is found in 16 schools covering 21.05 per cent. The availability of six, seven, eight, nine and ten rooms in the primary schools ranged from 16.00 per cent to 2.63 per cent schools but the use of these for classrooms is recorded quite low as is evident from Table 3.2.

In case of upper primary schools, a minimum of 2 rooms is recorded in 2 schools out of existing 25 sample schools. The maximum 13 rooms are also found in 2 schools. But the number of rooms for classroom teaching ranged from 1 to 6. A maximum of 48 per cent sample schools have 3 rooms for teaching. Rest of the 4.00, 4.00, 28.00 and 16.00 per cent schools have 1, 2, 4 and 6 rooms, respectively for class room teaching.

Table 3.2: Availability and Utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	1 (1.31)	1(1.31)	0(0.00)	1(4.00)
02	-	6 (7.89)	2(8.00)	1(4.00)
03	7(9.21)	16(21.05)	3(12.00)	12(48.00)
04	16(21.05)	27(35.52)	3(12.00)	7(28.00)
05	23(30.26)	15(19.73)	8(32.00)	-
06	12(15.78)	7(9.21)	3 (12.00)	4(16.00)
07	6(7.89)	3(3.94)	4(16.00)	-
08	6(7.89)	1(1.31)	-	-
09	2(2.63)	-	-	-
10	2(2.63)	-	-	-
11	-	-	-	-
12	-	-	-	-
13	1(1.31)	-	2(8.00)	-
No. of Total Schools	76 (100.00)	76 (100.00)	25 (100.00)	25 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- The maximum of 23 (30.26 per cent) of the sample primary and 8(32 per cent) upper primary schools have on an average 5 rooms available.
- But more than 35 per cent primary schools use four rooms and 48 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools

In case of sample primary schools only 14.47 per cent have school boundaries. But the availability of playground is recorded in 64.47 per cent schools. Sports items are also found in 47.36 per cent primary schools. The availability of mats and furniture in classrooms is found to be good, i.e. 96.05 per cent. Further, blackboard is available in 75 primary schools out of the sample of 76 schools. Despite the availability of sports items, their use is found only in 42.11 per cent schools. Around 66 per cent primary schools have verandah in the school building. Majority of the schools (63.15 per cent) have one verandah and 2.64 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (36 per cent). But the playground is available in about 76 per cent schools. The availability of sports items is found in 20 schools out of the sample of 25 schools comprising 80 per cent. In the schools having with sports items their use is confined to 80 per cent. The availability of mats and furniture is (92 per cent) in upper primary schools as compared to the primary schools. The blackboards are found in 96 per cent schools. As far as verandah is concerned, 61 per cent upper primary schools have single verandah and 1.98 per cent schools have more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play Ground	49 (64.47)	27 (35.53)	19 (76.00)	6 (24.00)	68 (67.33)	33 (32.67)
Boundaries	11 (14.47)	65 (85.53)	9 (36.00)	16 (64.00)	20 (19.80)	81 (80.19)
Availability of Sport Items	36 (47.36)	40 (52.63)	20 (80.00)	5 (20.00)	56 (55.44)	45 (44.55)
Proper availability of Mats/Furniture	73 (96.05)	3 (3.94)	23 (92.00)	2 (8.00)	96 (95.05)	5 (4.95)
Black Board in Class Rooms	75 (98.68)	1 (1.32)	24 (96.00)	1 (4.00)	99 (98.01)	2 (1.98)
Use of Sport Items	32 (42.11)	4 (5.26)	20 (80.00)	-	52 (51.48)	4 (3.96)
Schools without Verandah	26 (34.21)		11 (44.00)		37 (36.64)	
Schools with one Verandah	48 (63.15)		14 (56.00)		62 (61.38)	
Schools with More than one Verandah	2 (2.64)		-		2 (1.98)	

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- Only about 67 per cent schools have play ground.
- 19.80 per cent schools are with boundary walls.
- 55 per cent schools have sports items.
- The available sports items are used by students only in 52 per cent schools.
- 95 per cent schools have mats and furniture.
- 98 per cent schools have classroom blackboards.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

3.4 Availability of Drinking Water

he information relating to the drinking water and toilet facilities in the all 1507 primary and 485 upper primary schools of the district indicated convergence of drinking water facilities with Swajaldhara and toilet facilities with the Total Sanitation Campaign.

All the primary schools 76 (100 per cent) in the sample have drinking water facility. 96 per cent found in upper primary schools. Out of existing drinking water facilities, about 19 per cent have been arranged through Swajaldhara and 76 percent by other sources. Thus, 5 per cent drinking water facilities have been created through SSA funds.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes		No	Yes		No	Yes		No
Facility available	76 (100.00)	-		24 (96.00)	1 (4.00)		100 (99.00)	1 (1.00)	
Scheme	Swajaldhara	SSA	Others (Various Nidhi)	Swajaldhara	SSA	Others (Various Nidhi)	Swajaldhara	SSA	Others (Various Nidhi)
Drinking Water	16 (21.05)	2 (2.63)	58 (76.32)	3 (12.50)	3 (12.50)	18 (75.00)	19 (19.00)	5 (5.00)	76 (76.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- The availability of drinking water facility is more in primary schools (i.e 100 per cent) as compared to 96 per cent in upper primary schools.
- The convergence of drinking water facility with Swajaldhara has been about 19 per cent.
- 5 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all upper primary schools.

3.5 Toilet Facility

The toilet facilities are available to, more than 88 per cent boys and 93 per cent girls, at the primary school level. At the upper primary level, the condition is quite well for girls. It is available to 82.61 per cent boys and 100 per cent girls. The available toilet facility is provided through SSA for 48 per cent sample schools at upper primary level and for about 26 per cent schools at the primary level. More than 6 per cent and 13 per cent facilities are made available through Total Sanitation Programme at primary school level and upper primary school level, respectively.

Table 3.5: Toilet Facility

Particulars	Primary Schools				Upper Primary Schools			
	Total Schools		Status of Toilet		Total Schools		Status of Toilet	
	With Toilet	Without Toilet	Boys	Girls	With Toilet	Without Toilet	Boys	Girls
Facility available	61 (80.26)	15 (19.74)	54 (88.52)	57 (93.44)	23 (92.00)	2 (8.00)	19 (82.61)	23 (100.00)
Scheme	TSS	SSA	Others		TSS	SSA	Others	
Toilet	4 (6.56)	16 (26.23)	41 (67.21)		3 (13.04)	11 (47.83)	9 (39.13)	

Source: Field survey, SSA programme, District Basti, U.P.

Findings and Suggestions:

- Toilet facilities are available, to 88.52 per cent for boys and 93.44 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 82.61 per cent for boys and 100 per cent for girls.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. Around 6 per cent existing toilet facilities are not in use at primary and upper primary schools. These are on account of improper maintenance of toilet facilities.

Table 3.6: Reason For Non-use of toilets

	Primary	Upper Primary	Total
Toilets always Locked	1(6.25)	-	1(5.56)
Shock pit Filled	3(18.75)	1(50.00)	4(22.22)
Door and Seats has Creaked	8(50.00)	1(50.00)	9(50.00)
Other	4(25.00)	-	4(22.22)
Total	16 (100.00)	2 (100.00)	18 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- The toilet facilities are not used in about 6 percent of primary schools.
- More or less, in around 6 percent schools, toilet facilities are not in use. Further 50 per cent toilets are not used due to the improper handling of existing facilities.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment

97 per cent primary and 96 per cent upper primary schools have good atmosphere and in all 100 per cent upper primary schools, students are satisfied with proper ventilation in the classrooms. Further in primary schools, 98.68 per cent students are satisfied with proper ventilation facilities. In 92 per cent schools at the primary and upper primary levels, proper space for students sitting is reported. But the health facilities are reported to be provided during the last six months only in 10 per cent sample schools.

Table 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	74 (97.37)	2 (2.63)	24 (96.00)	1 (4.00)	98 (97.03)	3 (2.97)
Proper ventilation in Classrooms	75 (98.68)	1 (1.32)	25 (100.00)	-	100 (99.00)	1 (1.00)
Proper Space in Class room for sitting to student	71 (93.43)	5 (6.57)	22 (88.00)	3 (12.00)	93 (92.07)	8 (7.93)
Schools provided health facilities last 6 month	9 (11.85)	67 (88.15)	1 (4.00)	24 (96.00)	10 (9.90)	91 (90.10)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.

3.7 Condition of School Building

Survey results indicate 5 per cent school buildings are in bad condition. In case of upper primary schools, the condition is quite satisfactory in about 68 per cent schools and in the primary schools, it is 86.85 per cent.

Table 3.8: Condition of School Building

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	6 [7.89]	66 [86.85]	4 [5.26]	76 [100.00]
Upper Primary Schools	7 [28.00]	17 [68.00]	1 [4.00]	25 [25.00]
Total	13 [12.87]	83 [82.17]	5 [4.96]	101 [100.00]

Source: Field survey, SSA Programme, District Basti, U.P

Findings and Suggestions

- 5.26 per cent primary and 4 per cent upper primary school buildings are in bad shape.
- The condition of school buildings at the upper primary level is found to be better.
- In view of this special provision of repairs should be made to consider the students safety.

3.8 Reasons for Bad Condition

On an average, out of sample primary schools which are in bad conditions, in 4 (100 per cent) cases quality of construction is not found good as cracks are developed in roofs in primary schools. Further, in 1(100 per cent) upper primary schools, cracks in roofs exist.

Table 3.9: Reasons for Bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary School	4 (100.00)	-	-	-	4 (100.00)
Upper Primary Schools	1 (100.00)	-	-	-	1 (100.00)
Total	5 (100.00)	-	-	-	5 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P

Findings and Suggestions

- Out of total schools which are in bad condition, in 4 (100 per cent) schools, which are in bad conditions, cracks in roof exist. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance

The survey and its results have shown a gap between sanctioned number of teachers and actual working teachers in the sample primary schools of Basti district. The average number of sanctioned teachers turns out to be around 6 in each primary school. The average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra is 1, 3 and 2 respectively, in each category. But the average number of teachers holding position presently turns out to be lower than this as shown in table 4.1.

On an average 4 teachers are working in each of the sample primary schools. The main reason for absenteeism of the teachers' (in case of Assistant Teacher) has been due to sickness (25.93 per cent) and most of them were found to be on leave (59.26 per cent). Apart from this, teachers were absent due to school related extra work (12.50 per cent), on leave (52.09 per cent) and others reasons contributes 8.34 percent on the day of visit. There is 1 habitual absentee found in primary schools as per the information made available to the visiting team.

Table 4.1: Teachers and Their Attendance in Primary School

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	76 (17.72)	214 (49.88)	139 (32.40)	429 (100.00)
2	Average No. of teachers sanctioned per school	1.00	2.82	1.83	5.65
3	No. Of teachers working in the schools	76 (100.00)	119 (55.61)	122 (87.77)	317 (73.89)
4	Average No. Of teachers working per schools	1.00	1.56	1.61	4.17
5	No. of teachers found present on the day of visit	55 (72.37)	90 (75.63)	109 (89.35)	254 (80.13)
6	Average No. Of teachers found present on the day of visit per schools	0.77	1.25	1.52	3.53
7	Reason of absenteeism	-	-	-	-
	a. Training	-	-	-	-
	b. Sickness	2(33.34)	7(25.93)	3(20.00)	12(25.00)
	c. For salary	-	1(3.71)	-	1(2.09)
	d. School related extra work	1(16.67)	2(7.41)	3(20.00)	6(12.50)
	e. On leave	3(50.00)	16(59.26)	6(40.00)	25(52.09)
	f. Others	-	1(3.71)	3(20.00)	4(8.34)
	Total	6(100.00)	27(100.00)	15(100.00)	48(100.00)
8	Habitual Absentee	-	1(100.00)	-	1(100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

In upper primary school around 124 teachers (84.93 per cent) out of the total sanctioned number are reported in position. A total of 96 teachers at the upper primary level were found to be present on the day of our visit. The main reason of absenteeism is reported to be taken by teacher, leave constituting about 66.67 per cent and due to sickness about 22.22 per cent. The teachers absent due to other reasons were found to be 5.56 per cent in all upper primary schools. Also, the teachers were absent due to the salary related matter which constituted about 5.56 per cent.

Table-4.2: Teachers and Their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of sanctioned teachers	25 (17.12)	121 (82.87)	146 (100.00)
2	Average No. of teachers sanctioned per schools	1.0	4.84	5.84
3	No. of teachers working in the schools	24 (96.00)	100 (82.64)	124 (84.93)
4	Average No. of teachers working per schools	0.96	4.00	4.96
5	No. of teachers found present on the day of visit	18 (75.00)	78 (78.00)	96 (77.42)
6	Average No. of teachers found present on the day of visit per schools	0.72	3.12	3.84
7	Reason of absenteeism	0	0	0
	a. Training	(0.00)	(0.00)	(0.00)
	b. Sickness	1 (33.33)	3 (20.00)	4 (22.22)
	c. For salary	-	1 (6.67)	1 (5.56)
	d. School related extra work	-	-	-
	e. On leave	2 (66.67)	10 (66.67)	12 (66.67)
	f. Others	-	1 (6.67)	1 (5.56)
8	g. Total	3 (100.00)	15 (100.00)	18 (100.00)
8	Habitual Absentee	-	-	-

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- The teacher-students ratio is found to be very good (1:41 and 1:27) in primary and upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in primary and upper primary schools.
- Teachers attendance is also not found upto the mark. But there was only one habitual absentee recorded in primary school.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary as well as upper primary schools.

4.2 Teachers Training

More than 21 percent of the sample primary school teachers reported to have received training in Basti. Maximum (98.51 per cent) teachers were trained for teaching learning methods. Another more than 1 per cent were imparted training in other assignments.

In case of upper primary schools, about 2 per cent teachers reported to have received training in Basti. Maximum (100 per cent) teachers received training related to teaching learning methods. No teacher was imparted training relating to the computer work, library and other related assignments.

In primary schools out of total teachers receiving training, about 28 percent of the teachers attended training programmes in DIET. This is followed by BRC where 72 per cent teachers have received training. No teacher received training in NRPC. In case of upper primary schools BRC has been the venue, where all the 2 school teachers have received training constituting about 100 per cent. None of the teachers received training in DIET.

Most of the trainers were found to be BRC coordinators, DIET faculty followed by NRPC coordinators and other faculty for primary as well as upper primary school teachers. The majority teachers attending different training programmes were satisfied with the training inputs. Though, the teachers were satisfied but the coverage of teachers getting training is found to be low in primary and upper primary schools.

An analysis of training duration indicates that more than 75 per cent trainees received training of 1 to 3 days duration, more than 2 percent have 4 to 6 and 7 to 15 days training and more than 18 percent received training up to 30 days duration.

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary Schools (No of Teachers)	Upper Primary Schools (No of Teachers)	Total (No of Teachers)
1	Types of Training:			
	a. Teaching Learning	66 (98.51)	2 (100.00)	68 (98.55)
	b. Library	-	-	-
	c. Computer	-	-	-
	d. Other	1(1.49)	-	1(1.45)
	e. Total	67(100.00)	2(100.00)	69(100.00)
2	Training Venue:			
	a. DIET	19(28.36)	-	19(27.54)
	b. BRC	48(71.64)	2(100.00)	50(72.46)
	c. NRPC	0(0.00)	0(0.00)	0(0.00)
	d. Other	0 (0.00)	0(0.00)	0(0.00)
	e. Total	67(100.00)	2(100.00)	69(100.00)

Table 4,3 (contd....)

	Trainers:		
3	a. DIET faculty	25(37.32)	2(100.00)
	b. BRC Coordinator	25(37.32)	-
	c. NPPRC Coordinator	1(1.49)	-
	d. Other	16(23.88)	-
	e. Total	67(100.00)	2(100.00)
4	Satisfied with training inputs	67(100.00)	2(100.00)
5	Not satisfied with training inputs	-	-
6	Duration of Training:		
	a. 1 to 3 days	52(77.62)	-
	b. 4 to 6 days	1(1.49)	1(50.00)
	c. 7 to 15 days	1(1.49)	1(50.00)
	d. Upto 30 days	13 (19.40)	-
	Total teachers trained	67(100.00)	2(100.00)
			69(100.00)

Source: Field survey, SSA Programme, District Basti , U.P

Findings and Suggestions

- More than 15 per cent of working teachers have received training.
- Only 21 per cent working teachers in primary schools have received training.
- Around 2 per cent of upper primary school teachers have received training.
- More than 75 per cent trainees received training of 1 to 3 days duration.
- More than 2 per cent trainees received training of 4 to 6 days duration.
- More than 2 per cent trainees received training of 7 to 15 days duration.
- More than 18 per cent trainees received training upto 30 days duration.
- Training module lacks training of core subjects like Maths, English.
- Training duration should be longer.
- Low percentages of working teachers are getting training, particularly in upper primary schools.

4.3 Enrolment and attendance

The percentage of enrolled students in total primary schools, identified in the Child Survey was found to more than 99 per cent at primary level. In upper primary level, the enrollment was 97 per cent. Thus, the total enrollment of boys up to upper primary schools level was more than 96 percent. However, the same is relatively higher (97 per cent) in case of girl students. The student's attendance as per register records varied from 77 per cent in primary schools to 63 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported to be around 68 per cent and 60 per cent respectively.

Table 4.4: Enrollment and Presence of Student

Sl. No.	Particulars	Total No of Student up to Sep 30, 2007	No. of Enrollment Student according to register	No. of present student according to the register	No. of student present in the date of Visit	No. of schools with low attendance
	Primary School					
1	• No. of Boys	6853 (52.15)	6849 (100.00)	4678 (68.30)	4071 (59.43)	34
	• Average no. of boys per schools	90.17	90.11	61.55	53.56	
	• No. of Girls	6289 (47.85)	6244 (100.00)	567 (85.95)	4892 (78.35)	
	• Average no. of girls per schools	82.75	82.15	70.62	64.37	
	• No. of Total Students	13142 (100.00)	13093 (100.00)	10045 (76.72)	8963 (68.45)	
	• Average no. of students per school	172.92	172.27	132.17	117.93	

	Upper Primary School					
2	• No. of Boys	1693 (49.06)	1638 (100.00)	960 (58.60)	913 (55.74)	11
	• Average no. of boys per schools	67.72	65.52	38.40	36.52	
	• No. of Girls	1758 (50.94)	1716 (100.00)	1160 (67.59)	1109 (64.63)	
	• Average no. of girls per Schools	70.32	68.64	46.40	44.24	
	• No. of Total Students	3451 (100.00)	3354 (100.00)	2120 (63.20)	2022 (60.28)	
	• Average no. of students per school	138.04	134.16	84.80	80.88	

Source: Field survey, SSA programme, District Basti, U.P

Findings and Suggestion

- There has been a difference between reported students and enrolled students.
- Only 76.72 percent of the enrolled students were present on register.
- Only 68.46 per cent of the enrolled students were present on the day of the visit.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members

The main reason of student's absenteeism is agricultural activity, which is reported to be more than 60 per cent in primary schools and about 65 per cent in upper primary schools. In 25

per cent schools, students were reported to be absent due to their involvement in local fairs/market activities. Absence of students for this reason was larger (30 per cent) in upper primary schools as compared to the primary schools (around 23 percent). Other reasons like visiting farms and other family engagements also caused student's absence from the school whose percentage was larger in primary schools (15.68 per cent) as compared to 5 per cent in upper primary schools.

Table 4.5: Reasons of Absenteeism among Students

Sl No.	Reason for absent	Primary	Upper Primary	Total
1.	Agricultural Activity	31 (60.78)	13 (65.00)	44 (61.97)
2.	Local Fairs/Markets	12 (23.53)	6 (30.00)	18 (25.35)
3.	Discrimination in Facilities	-	-	-
4.	Bad Whether	-	-	-
5.	Occasions	-	-	-
6.	Others	8 (15.68)	1 (5.00)	9 (12.67)
	Total	51 (100.00)	20 (100.00)	71 (100.00)

Source: Field Survey, SSA Programme, District Basti, UP

Finding and Suggestions

- More than 61 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- More than 25 per cent students were found absent due to their participation in local fairs/markets.
- More than 12 per cent students were found absent due to other reasons.

4.4. Efforts to Improve Students Attendance

Efforts to improve the students' attendance were made by schools VECs and Parents Teacher Association (PTA). In order to improve the attendance about 66 sample schools have interaction with the parents, given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was also found to a limited extent.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary	Upper Primary	Total
1.	Efforts made by the schools			
	a. Interactions with parents	15 (31.91)	2 (10.53)	17 (25.76)
	b. Through Information Notice	20 (42.55)	9 (47.36)	29 (43.94)
	c. Other	12 (25.53)	8 (42.11)	20 (30.30)
2.	d. Total	47 (100.00)	19 (100.00)	66 (100.00)
	Efforts made by V.E.C.			
3.	a. Awareness in Community	5 (38.46)	3 (100.00)	8 (50.00)
	b. Meeting of VEC	7 (53.85)	-	7 (43.75)
	c. Others	1 (7.69)	-	1 (6.25)
	d. Total	13 (100.00)	53 (100.00)	16 (100.00)
4.	Efforts made by P.T.A.			
	a. Interaction with parents	13 (65.00)	2 (40.00)	15 (60.00)
	b. Regularly Meeting of P.T.A.	1 (5.00)	-	1 (4.00)
	c. Distribution of Facilities	4 (20.00)	3 (60.00)	7 (28.00)
	d. Other	2 (10.00)	-	2 (8.00)
	e. Total	20 (100.00)	5 (100.00)	25 (100.00)

Source: Field Survey, SSA Programme, District Basti, UP.

Findings and Suggestions

Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meeting was minimum in the respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check students' attendance.

4.5. Achievement Level of Students

Students test was conducted as per norms in each and every sample school of Basti district (76 primary schools and 25 upper primary schools) as shown in Table 4.7(a). The implementation of grading system is also made in each case (101 schools in number). The grading was done in six categories i.e. A, B, C, D, E and F. In the students test, which was taken in course of field visit in sample schools, the overall performance of the students of primary and upper primary is given in

Table 4.7(b) and Table 4.7(c). The test in primary level schools was conducted by our survey team on the basis of randomly selected students from class 5th and in upper primary students from class 8th. Table 4.7(b) gives the picture of achievement level of sampled primary school students, which cover three subjects- (1) Hindi, (2) English, (3) Maths. Table 4.7(c) give the picture of achievement level of sampled upper-primary schools students, which cover four subjects- (1) Hindi, (2) English, (3) Maths and (4) Science. It is found that maximum students are below average. It reflects the quality of education both at primary and upper primary level. At the primary school level, the condition in this respect is quite good since most of the students were good in Hindi reading constituting 43.42 per cent and in Maths, maximum 22.37 per cent students belonged to the "Excellent" category. In case of upper primary schools, student's achievement level was "C-(Good)" since maximum results are reported here in Hindi reading constituting 60 per cent, 40 per cent belonged to "Fair" category in English reading and 28 per cent were recorded to be very poor in Maths. None of the students secured excellent grade in Hindi subject.

Table 4.7 (a): Grading System in Schools

Sl.No	Particulars	Primary School	Upper Primary School	Total
1.	Test of Student according to norms in School	76 (100.00)	25 (100.00)	101 (100.00)
2.	Implementation of Grading System in School	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field Survey, SSA Programme, District Basti, UP

Table 4.7(b): Achievement Level in Students Test (Primary Schools)

Sl. No.	Achievement Level	Hindi		English		Maths
		Reading	Writing	Reading	Writing	
1.	A (Excellent)	12 (15.79)	7 (9.21)	3 (3.94)	8 (10.53)	17 (22.37)
2.	B (Very Good)	9 (11.84)	17 (22.36)	6 (7.89)	23 (30.26)	20 (26.32)
3.	C (Good)	33 (43.42)	16 (21.05)	17 (22.36)	10 (13.15)	11 (14.47)
4.	D (Fair)	15 (19.74)	12 (15.78)	28 (36.84)	13 (17.11)	13 (17.11)
5.	E (Poor)	5 (6.57)	19 (25.00)	15 (19.74)	10 (13.15)	11 (14.47)
6.	F (Very Poor)	2 (2.63)	5 (6.57)	6 (7.89)	12 (15.78)	4 (5.26)
	Total	76 (100.00)	76 (100.00)	76 (100.00)	76 (100.00)	76 (100.00)

Source: Field Survey, SSA Programme, District Basti, UP

Table 4.7(c): Achievement Level in Students Test (Upper Primary Schools)

Sl. No.	Achievement Level	Hindi		English		Maths	Science
		Reading	Writing	Reading	Writing		
1.	A (Excellent)	-	3 (12.00)	-	14 (56.00)	11 (44.00)	19 (76.00)
2.	B (Very Good)	5 (20.00)	4 (16.00)	4 (16.00)	1 (4.00)	2 (8.00)	1 (4.00)
3.	C (Good)	15 (60.00)	7 (28.00)	2 (8.00)	3 (12.00)	1 (4.00)	2 (8.00)
4.	D (Fair)	5 (20.00)	7 (28.00)	10 (40.00)	2 (8.00)	1 (4.00)	-
5.	E (Poor)	-	1 (4.00)	9 (36.00)	-	3 (12.00)	-
6.	F (Very Poor)	-	3 (12.00)	-	5 (20.00)	7 (28.00)	3 (12.00)
	Total	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)

Source: Field Survey, SSA Programme, District Basti, UP.

Findings and Suggestions

The implementation of students test as per prescribed norms is found in most of the cases of primary and upper primary schools. The performance of primary and upper primary school students in an exclusive test has been found poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6. Students Behavior with their Teacher

Almost in all the primary schools students' behaviour with their teacher is found to be good and satisfactory (about 90 per cent). In 6 schools (7.89 per cent), was recorded bad behaviour of students with their teachers.

In case of upper primary schools, 28 per cent and 72 per cent students' behaviour with their teacher is found to be good and satisfactory. None of the students was found to be having bad behaviour with their teachers.

Table 4.8: Behaviour of Students

Sl No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1.	Good	17 (22.35)	7 (28.00)	24 (23.76)
2.	Satisfactory	53 (69.75)	18 (72.00)	71 (70.29)
3.	Bad	6 (7.89)	-	6 (5.94)
4	Total	76 (100.00)	25 (100.00)	101 (100.00)

Source : Field Survey, SSA Programme, District Basti, UP

4.7 Age of enrolled students and number of left out students

Enrollment of students in primary school is not found as per age norms in case of the total enrolled students in primary schools as well as upper primary schools. There was no data made available in the school or BSA relating to the proportion of students having more than prescribed age.

Table 4.9 (a): Student Enrolled with less or more age group

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1.	No. of Enrolled students with more or less age	-	-	-	-
2.	No. of Schools with less or more age student	-	-	-	-
3.	Average no. of enrolled student with more or less age per school	-	-	-	-

Source: Field Survey, SSA Programme, District Basti, UP

Findings and Suggestions

- The information regarding enrollment of students as per prescribed norms was not provided by the school or by the BSA.

There were 13142 students enrolled in sample primary schools and 3451 students in upper primary schools up to 30 September 2007. As against this, only 13093 students in primary schools and 3354 students in upper primary schools were registered as per register during Oct.2007. This indicated 99.63 per cent students were present in primary schools and 97.18 per cent in upper primary schools. There was 0.37 per cent left out students in primary and 2.81 percent in upper primary school as per survey results.

The left out rate is recorded to be higher (0.72 percent) among girls than among boys (0.06 per cent) in primary schools. As against this, the boys left out rate are higher (3.25 per cent) than the girls (2.39 per cent) at the upper primary school level. Further, net left out students in case of primary schools were reported to be 14 and 26 in case of upper primary schools.

Table 4.9 (b) : Left out Students during the study in Sample schools

Particulars	Primary Schools			Upper Primary Schools		
	Boys	Girls	Total	Boys	Girls	Total
No of students enrolled upto Sept 30, 07.	6853 (100.00)	6289 (100.00)	13142 (100.00)	1693 (100.00)	1758 (100.00)	3451 (100.00)
No of students as per register on the month of visit (October 07)	6849 (99.94)	6244 (99.28)	13093 (99.63)	1638 (96.75)	1716 (97.61)	3354 (97.18)
Left out students	4 (0.06)	45 (0.72)	49 (0.37)	55 (3.25)	42 (2.39)	97 (2.81)
Left out students studying in other schools	3 (0.04)	32 (0.51)	35 (0.27)	39 (2.30)	32 (1.82)	71 (2.06)
Net student left out	1 (0.01)	13 (0.37)	14 (0.11)	16 (0.95)	10 (0.57)	26 (0.75)

Source: Field Survey, SSA Programme, District Basti, UP

As per survey results, there were found to be only 21 students repeating in the same class at the primary school level. It is also reported that none of the students are repeating at the upper primary level.

Table 4.9(c): Details of Students studying in same class

Sl. No.	Particulars	Primary School	Upper primary School
1	No. of student studying in same class	21	-
2	No. of schools where students studying in same class	-	-
3	Average no. of student studying in same class per schools	-	-

Source: Field Survey, SSA Programme, District Basti, UP

Findings and Suggestions

- Over all left out rate ranged from 0.37 to 2.81 percent in primary and upper primary schools but this is higher (3.25 percent) among boys of upper primary schools.
- Only 21 students are studying (repeating) in the same classes in primary schools.
- The girls' left out rate is higher (0.72) in primary schools. The overall left out rate is higher among girls at the primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.7. Children with Special Needs (CWSN)

About 94 percent of schools going age group children of the villages are enrolled in the schools. Most of the disabled children (51.47 per cent) are boys and remaining (48.53 per cent) are girls. More than 92 percent of the disabled students are studying in primary schools in the sample schools. Majority of the disabled children are suffering from legs and other problems.

Table 4.10(a): Children With Special Needs (CWSN)

Sl. No.	Particulars	Primary	Upper Primary	Total
1	No. of Disabled Children in Village related to school			
A	Boys	54(47.78)	16(69.56)	70(51.47)
B	Girls	59(52.21)	7(30.43)	66(48.53)
C	Total	113(100.00)	23(100.00)	136(100.00)
2	No. of Enrolled disabled children			
A	Boys	49(46.67)	16(69.56)	65(50.78)
B	Girls	56(53.33)	7(30.43)	63(49.21)
C	Total	105(100.00)	23(100.00)	128(100.00)
3	Types of disability in students			
A	Legs	33 (31.43)	9(39.13)	42(32.81)
B	Hand	9(8.57)	6(26.09)	15(11.72)
C	Legs and Hand Both	15(14.29)	3(13.04)	18(14.06)
D	Others	48(45.71)	5(21.74)	53(41.41)
E	Total Disabled Students	105 (100.00)	23 (100.00)	128 (100.00)

Source: Field Survey, SSA Programme, District Basti, U.P.

Out of the total enrolled handicapped children, 1 child was provided with artificial limbs (1.78 per cent), about 91 per cent students were provided with crutches, 1.78 per cent each with wheel chair and hearing aids. Rest of the 3.57 per cent students received calipers. Most of the facilities were made available at the lower primary level. Average number of parents counseled per school about CWSN cases is also very low. There are 27.72 per cent schools which were having ramps.

Table 4.10(b): Provisions for Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Facilities provided to the student			
	a. No. of student with artificial Limbs	1(2.08)	-	1 (1.78)
	b. Crutches	44(91.67)	7(87.50)	51(91.07)
	c. Tricycles	-	-	-
	d. Wheel Chair	-	1(12.50)	1(1.78)
	e. Stick for Blind	-	-	-
	f. Calipers	2(4.16)	-	2(3.57)
	g. Hearing Aids	1(2.08)	-	1(1.78)
	h. Other	-	-	-
	Total	48(100.00)	8(100.00)	56(100.00)
2.	No. of Schools with Ramps	24(31.57)	4(16.00)	28(27.72)
3.	No. of Schools without Ramps	52(68.42)	21(84.00)	73(72.27)
4.	No. of Parents counseled about CWSN Care	77	15	92
5.	No. of schools in which parents counseled about CWSN Care	27	10	37
6.	Average no. of Parents counseled per schools	1.50	1.50	1.50

Source: Field Survey, SSA Programme, District Basti, U.P.

Findings and suggestions

- Enrollment of existing CWSN is 94 per cent in the district.
- There was availability of appliances and aids to the enrolled students at the primary as well as upper primary school level. Further, the above facilities cannot be utilized properly in the absence of required ramps in the schools.
- Moreover, number of the parents counseling meetings per schools for this has also been found just less than half, out of enrolled students.
- It is required to enhance the counseling session of parents as well as complete the construction of ramps in the schools.

4.9 Free Text Book Distribution

The free text book distribution is found in all the sample primary and upper primary schools. Only 81.86 per cent students were provided free text books of all subjects at the primary school level and rest 18.13 per cent were provided textbooks at the upper primary level. Some other students enrolled after book distributions have also not received the books. There were

about 11 percent schools where a book distribution was delayed in rest of the schools it has been timely. The delay in book distribution has been on account of late delivery of books from district office and also the less availability of number of books in time.

Table 4.11: Free Text book Distribution

Sl. No	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Students provided free text books of all subjects			
	a. Boys	6924 (47.25)	1541 (47.46)	8465 (47.28)
	b. Girls	7731 (52.75)	1706 (52.54)	9437 (52.71)
	c. Total	14655 (100.00)	3247 (100.00)	17902 (100.00)
2.	No. of Schools in which book distribution delayed	8 (10.53)	3 (12.00)	11 (10.89)
3.	No. of Schools in which book distribution have been done timely	68 (89.47)	22 (88.00)	90 (89.11)
4.	Total No of schools in which book distributed	76 (100.00)	25 (100.00)	101 (100.00)
5.	Reason for delay in text book distribution			
	a. Delay delivery from district office	6 (75.00)	3 (100.00)	9 (81.82)
	b. Less availability of books	2 (25.00)	-	2 (18.18)
	c. Others	-	-	-
	d. Total	8 (100.00)	3 (100.00)	11 (100.00)

Source: Field Survey, SSA Programme, District Basti, U.P.

Findings and suggestions

- About 11 per cent schools did not distribute books in time.
- Main reason was delay in supply from district office and also less number of books supplied in time. Proper coordination between SPO, DPO and school is required.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools

The availability of Mid-Day Meal to the students is seen in 76 sample primary schools. The display of menu on walls is found in about 83 per cent schools but the supply of food according to the menu is found in 64.86 per cent schools. The availability of green vegetable in food is confined to only 27 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in around 73 per cent schools for not providing food according to the menu. Non-availability of utensils is recorded to be in only 11.54 per cent schools for not supplying food according to the menu. Remaining 15 per cent schools have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 144.18. But the average number of students on the day of visit is found to be around 143.29. There are total 156 students (about 2 students per school) who bring lunch from their home.

Table-5.1 (A): Details about Mid Day Meal Scheme

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	63(82.89)
2	No. of Schools in which menu have not written on wall	11(14.47)
3	No. of Schools in which food supplied to the students according to menu	48(64.86)
4	No. of Schools in which food have not been supplied to the students according to the menu	26(35.14)
5	No. of schools in which green vegetables available in food	20(27.03)
6	No. of schools in which green vegetables have not available in food	54(72.97)
7	Reasons for not cooking food according to menu a. None availability of food items b. Lack of utensils c. Others	19(73.08) 3(11.54) 4(15.38)
8	No. of students bring lunch from home	156
9	Per school Average No. of students bring lunch from home	6.00
10	No. of beneficiaries before one day from visit	10670
11	Average No. of beneficiaries before one day from visit per school	144.18
12.	No. of students taken food on the day of visit a. According to register b. Average According to register c. Head counts d. Average Head counts	10604 143.29 8662 117.05

Source: Field survey, SSA Programme, District Basti, U.P.

*Average from 74 schools because food was not cooked in 2 schools.

The availability of food according to menu is found only in about 68 per cent schools on the day of the visit. More than 32 percent of the students in these schools found satisfied with the quality of food getting under MDM scheme. At the same time, almost 65 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students who were not happy with the available MDM, complained for quality in about 38 per cent schools and in 35 per cent complained for less quantity. In 74 schools out of the sample, the students bring utensils from home for taking the food. Female cooks are found in more than 89.47 per cent schools.

Table-5.1 (B): Mid day meal on the day of team visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	50 (67.57)
2	No. of schools in which food have not been given according to menu	24 (32.43)
3	No. of schools in which students are happy with the quality of food	46 (62.16)
4	No. of schools in which students are not happy with the quality of food	28 (37.84)
5	No of schools in which students are happy with the quantity of food	48 (64.86)
6	No of schools in which students are not happy with the quantity of food	26 (35.14)
7	Reasons for the students not happy with the quality and quantity of Mid Day Meal a. Food have not been cooked according to menu b. Lack of quality c. Lack of Quantity d. Others	1 (4.17) 11(45.83) 12(50.00)
8	No of Schools in which students bring the utensils from the home	74(100.00)
9	No. of male cooks in the schools	8(10.53)
10	No. of female cooks in the schools	68(89.47)

Source: Field survey, SSA Programme, District Basti, U.P.

Considering the social categories, 85.53 per cent cooks belonged to OBC groups, 10.52 per cent SC and remaining 3.95 per cent belonged to the other classes respectively. Further, no cook belonged to the ST category. Regular payment to cooks is found in around 40 per cent schools. The average amount of monthly payment to cooks turns out to be around Rs.810.

Table 5.2: Status of Cooks under MDM

Sl. No.	Particulars	Numbers
1	Social Categories of Cooks a. Schedule Caste b. Schedule Tribe c. OBC d. Others	8(10.52) - 65(85.53) 3(3.95)
2	No of School in which cooks have been paid regularly	30(39.47)
3	No. of schools in which cooks have not been paid regularly	44(57.89)
4	Average amount for cooks have been paid per month	810

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

The availability of food under MDM programme has not been the problem in the sample schools but the non-availability of food as per menu has been a problem in 35 per cent schools. The payment of cooks has not been timely in about 58 per cent schools.

5.2 Infrastructure of MDM Programme

There are about 9 per cent sample schools without the kitchen facility. In remaining schools, in around 86 per cent and around 14 per cent schools, the cooking is being done in open ground and cooked food is brought from outside respectively. The storage of food items is found at Pradhan's residence in 71 per cent schools and within the school in 23.68 per cent schools. The food items are also stored at PDA shops in 5.26 percent schools.

Majority (97.37 percent) of schools have proper register for MDM. There are 94.59 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 86.41 per cent schools. The remaining schools have got funds from community and other sources. The use of LPG as fuel for cooking is seen in 8.11 per cent schools. At the same time, the use of fuel wood is reported maximum in more than 91 per cent schools. About 100 per cent sample primary schools (76 in number) are having the facility of safe drinking water.

Table 5.3: Infrastructure for MDM

Sl. No.	Particulars	Numbers
1	No of school with kitchen	69(90.79)
2	No of school without kitchen	7(9.21)
3	Venue for cooking in which schools kitchen have not been constructed	
	a. Open ground	6(85.71)
	b. Cooked form outside	1(14.29)
	c. Others	-
4	No. of schools with availability of safe drinking water	76(100.00)
5	No. of schools without availability of safe drinking water	-
6	Place for food item storage	
	a. In school	18(23.68)
	b. At Pradhan's residence	54(71.06)
	c. At PDA shop	4(5.26)
	d. Others	-
7	No. of schools with proper register for MDM	74(97.37)
8	No. of schools without proper register for MDM	2(2.63)
9	No of schools with required utensils in kitchen	70(94.59)
10	No of schools without required utensils in kitchen	4(5.41)
11	Source of Funds used in utensils purchasing	
	a. SSA	64(86.41)
	b. Community Fund	2(2.70)
	c. Others	8(10.81)
12	Fuel used in cooking	
	a. LPG	6(8.11)
	b. Kerosene Oil	-
	c. Fuel Wood	68(91.89)
	d. Other	-

Source: Field survey, SSA Programme, District Basti, U.P.

5.3 Cleanliness and Inspection of MDM

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in all the sample primary schools. Regular inspection of MDM programme is found in more than 65 per cent schools. The most of the inspections are made by school teachers constituting about 98 per cent.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/Schools
1	Students made aware about: <ul style="list-style-type: none"> a. Students must wash their hands before and after taken food b. Take & eat food in organized way c. Keep the water for utensil cleaning d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food 	76 (100.00) 76 (100.00) 76 (100.00) 76 (100.00)
2	No of schools in which MDM inspected regularly	50* (65.79)
3	Inspection authority <ul style="list-style-type: none"> a. Community/Parents b. VECs c. School teachers d. Others 	1 (2.00) - 49 (98.00) -
4	Duration/Frequency of Inspection <ul style="list-style-type: none"> a. Daily b. Often c. Sometime 	38 (76.00) 11 (22.00) 1 (2.00)

Source: Field survey, SSA Programme, District Basti, U.P.

* : Food was not cooked in 2 schools.

5.4 Supply of Micro-Nutrients

The supplement of micro-nutrition to the students is available only in 9.21 per cent schools. In all cases where this is found available, is provided by the ANM. The schools where micro-nutrition supplements are made available, these were provided once in a month in 100 per cent cases.

Table 5.5: **Food Supplements**

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplement provided to the student	7 (9.21)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	69 (90.79)
3	Micro-nutrition supplement providers a. ANM b. Others	7 (100.00) -
4	Duration/Frequency of Micro-nutrition supplement as provided a. Once in a month b. Twice in a month	7 (100.00) -

Source: Field survey, SSA Programme, District Basti, U.P.

5.5 **Parents and VEC Participation in MDM**

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in around 36 per cent schools with respect to daily supervision. But in terms of cooperation, no satisfactory results were reported. In around 70 per cent schools, it is found to be bad.

Table 5.6: **Participation of Parents/VECs in MDM**

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items	Other
1	Very Good	-	-	-
2	Good	3(3.95)	-	-
3	Satisfactory	27(35.53)	-	-
4	Bad	46(60.53)	53(69.74)	-
5	No Response	-	-	-
	Total Schools	76(100.00)	76(100.00)	-

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- Around 9 per cent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked in open ground in majority of the schools.
- 5 percent schools do not have required utensils.
- As regards cleanliness awareness, it is followed by the students during MDM.
- More than 65 per cent schools are inspected regularly for MDM.
- Only 9.21 per cent schools are provided with micro-nutrition supplement.
- Participation of parents and VEC in MDM is not satisfactory in most of the schools.

CHAPTER VI

VECs, GRANTS AND T.L.M.

6.1 VEC Members

There are 512 VEC (according to BSA) members in 101 samples of primary schools and upper primary schools in the district Basti. Thus, each sample school has 5 to 6 VEC members. Most of the schools do not have parent's representation in VEC. More than 38 per cent of the VEC members are females and about 61 per cent are males.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	146(38.42)	53(40.15)	199(38.87)
2.	Male	234(61.58)	79(59.85)	313(61.13)
	Total	380(100.00)	132(100.00)	512(100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

The caste-wise composition shows approximately 30 per cent members belong to SC caste, 48 per cent members belong to OBC and 21 to 22 percent come under general category in VEC of primary and upper primary schools in the district.

Table 6.2: Social category wise VEC Members

Sl.No.	Caste	Primary Schools	Upper Primary Schools	Total
1.	SC	111(29.29)	40(30.30)	151(29.55)
2.	ST (Minorities)	-	-	-
3.	OBC	183(48.28)	64(48.48)	247(48.34)
4.	General	85(22.43)	28(21.21)	113(22.11)
	Total	379(100.00)	132(100.00)	511(100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held in only 56.44 per cent schools. The frequency of meetings was also recorded to be unsatisfactory. On an average 2 meetings have been held in schools during the last six months.

The agenda of meetings comprised of school maintenance, mid-day meal, students' scholarship, enrollment and attendance, etc., as presented in Table 6.3.

Table 6.3: Details about VEC meeting

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	No. of School organized meeting			
	a. Yes	46(60.53)	11(44.00)	57(56.44)
	b. No.	30(39.47)	14(56.00)	44(43.56)
2.	Average No. of Meeting only last 6 months	2.32	1.24	2.05
	Agenda of Meeting (Multiple Response)			
	For New Building	2(3.85)	-	2(3.13)
	Recruitment of Shiksha Mitra	3(5.77)	1(8.33)	4(6.25)
	For Improvement of Presence	1(1.92)	-	1(1.56)
	Enrollment	2(3.85)	-	2(3.13)
	For Pots, Food and Recruitment	2(3.85)	-	2(3.13)
	Polio Drop	1(1.92)	-	1(1.56)
	Mid-Day Meal	1(1.92)	-	1(1.56)
	Discussion	4(7.69)	1(8.33)	5(7.81)
	All Maintenance Work	1(1.92)	1(8.33)	2(3.13)
3.	For Committee	14(26.92)	1(8.33)	15(23.44)
	Cleaning	5(9.62)	2(16.67)	7(10.94)
	Scholarship	-	-	-
	Free Dress	11(21.15)	5(41.67)	16(25.00)
	FIR Of Theft	-	-	-
	Utilization of Money	3(5.77)	-	3(4.69)
	Plantation	2(3.85)	1(8.33)	3(4.69)
	Recruitment	-	-	-
	Cultural Program	-	-	-
	Total	52(100.00)	12(100.00)	64(100.00)
	No. of Total school	76(100.00)	25(100.00)	101(100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

More than 99 per cent VEC members attended the meetings. The representation of female and other castes male members in meetings was recorded to be around 40 per cent and 84 per cent respectively. More than 16 per cent members attending meeting belonged to SC category.

Table 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl.No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	93(39.74)	22(40.00)	115(39.79)
2	Male	141(60.26)	33(60.00)	174(60.21)
	Caste distribution among male			
	a. SC	24(17.02)	4(12.12)	28(16.09)
	b. Other	117(82.98)	29(87.88)	146(83.90)
	Total Member (Male + Female)	234(100.00)	55(100.00)	289(100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

* No meeting was held in 30 primary schools and 14 upper primary schools.

Findings

- More than 99 percent members attended VEC meetings with adequate female representation.
- The representation of male SC members was only 16 per cent.
- VEC meetings were held only in 60 per cent primary and 44 per cent upper primary schools.

6.3 VEC Training

The training for VEC members was organized only in 19.74 per cent primary schools and 16 per cent upper primary schools of the district. Only 32.05 per cent of VEC members have been trained in primary schools and 36.36 per cent in upper primary schools. The VEC members of schools where training was imparted expressed their opinion about the quality of training. All the schools where training was imparted, 100 percent of the school members regarded training as satisfactory. None of these members regarded training as bad. All the VEC members are trained by BRC and NRPC coordinators.

Table 6.5: Details about VEC training

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1	No. of Schools organized training of VEC members	15 (19.74)	4 (16.00)
2	No. of trained members	75 (32.05)	20 (36.36)
3	Average no. per schools	0.99	0.80
4	Reaction of trained members in school regarding training a. Best b. Good c. Satisfactory d. Bad		
		15(100.00)	4(100.00)
	Total Schools organized training	76 (100.00)	25(100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- Only 19.74 per cent of the primary schools have organized training for VEC members.
- Only 68.41 per cent of the VEC members were trained in primary as well as upper primary schools.
- Attempts should be made to organize training in each school and monitoring should be made for each VEC member.

6.4 Role of VEC for Improving the School Conditions

As per the opinion of school teachers, in 6.25 per cent primary schools, the role of VEC members has been good for improving the school conditions relating to atmosphere, enrollment

and students attendance. In around 60 per cent of the schools, their role was found to be satisfactory. In about 34 per cent schools their role was considered to be bad in case of primary schools.

The role of VEC was reported to be good in 7 per cent of the upper primary Schools. In 52 per cent schools, VECs role was regarded as satisfactory. But in 40 per cent schools their role was found to be bad in case of upper primary schools.

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of Teacher	Presence of Student	Total
Primary School						
1.	a. Best	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
	b. Good	10 (13.16)	8 (10.53)	-	1 (1.32)	19 (6.25)
	c. Satisfied	44 (57.90)	39 (51.32)	56 (73.68)	43 (56.58)	182 (59.87)
	d. Bad	22 (28.94)	29 (38.15)	20 (26.32)	32 (42.10)	103 (33.88)
	Total	76 (100.00)	76 (100.00)	76 (100.00)	76 (100.00)	304 (100.00)
Upper Primary School						
2.	a. Best	1 (4.00)	-	-	-	1 (1.00)
	b. Good	2 (8.00)	3 (12.00)	-	2 (8.00)	7 (7.00)
	c. Satisfied	16 (64.00)	10 (40.00)	17 (68.00)	9 (36.00)	52 (52.00)
	d. Bad	6 (24.00)	12 (48.00)	8 (32.00)	14 (56.00)	40 (40.00)
	Total	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- In case of primary schools, VECs' role in improving school conditions was found to be good in about 6 per cent schools.
- Their satisfactory role was reported in 60 per cent schools and it was found to be bad in 34 per cent schools.
- VECs' role in improving overall school conditions was found to be good in only 7 percent upper primary schools
- Their satisfactory role was reported in 52 percent upper primary schools.
- In 40 per cent upper primary schools, their role was found to be bad in this respect.
- The role of VECs' should be more important for improving school conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Primary Schools

The information collected from the school register and pass books regarding receipt and expenditure of school grants of primary school for the year 2007-08 indicated 26 per cent to 100 per cent of expenditure of received grants under different heads. The received grants under the head of honorarium to Para-teachers are utilized to the level of 73.64 per cent.

Table 6.7: Head wise Grants for Primary Schools, 2007-08

Sl. No.	Head of Aid	Received	Expenditure
1	School Maintenance Aid Average per School	108500(100.00) 1619.40	100000(92.16) 1666.67
2	School Development Average per School	56000(100.00) 2000	32000(57.14) 5909
3	Honorarium for Para Teacher Average per School	952846(100.00) 20714	701629(73.64) 18962.9
4	Construction of Building Average per School	155200(100.00) 14109	130300(83.96) 14477.7
5	Construction of Rooms Average per School	1750000(100.00) 145833	1030000(58.86) 161352.94
6	Construction of Toilet Average per School	-	-
7	Construction of Boundary Average per School	20000(100.00) 20000	20000(100.00) 20000
8	TLM Average per School	60500(100.00) 1951.60	15700(25.95) 1308.30
9	Ramps Construction Average per School	-	-
10	NPEGEL Average per School	656310(100.00) 9944.10	461710(70.35) 11542.75
11	Honorarium for Acharya Average per School	-	-
12	Others Average per School	243720(100.00) 6770	170040(69.77) 8097.14

Source: Field survey, SSA Programme, District Basti, U.P.

In case of upper primary schools, the utilization of received grants has been 11.90 per cent to 100 percent. Under the head of school construction, more or less, the total amount has been spent. There was no amount received for the honorarium for Para teacher and Acharya and as well as for the construction purpose so far. The grants for TLM have not been utilized up to the mark.

Table 6.8: Head wise Grants for Upper Primary Schools, 2007-08

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School Maintenance Aid Average per School	113000(100.00) 4708.33	87000(76.99) 4833.33
2	School Development Average per School	18000(100.00) 3000	11000(61.11) 2750
3	Honorarium for Para Teacher Average per School	0(0.00) 0	0(0.00) 0
4	Construction of Building Average per School	0(0.00) 0	0(0.00) 0
5	Construction of Rooms Average per School	140000(100.00) 140000	140000(100.00) 140000
6	Construction of Toilet Average per School	147800(100.00) 73900	140000(94.72) 14000
7	Construction of Boundary Average per School	-	-
8	TLM Average per School	21000(100.00) 2625	2500(11.90) 2500
9	Ramps Construction Average per School	-	-
10	NPEGEL Average per School	205400(100.00) 41080.00	22750(11.07) 11375.00
11	Honorarium for Acharya Average per School	0(0.00) 0	0(0.00) 0
12	Others Average per School	255499(100.00) 21291.58	92300(36.13) 15383.33

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Recommendations

- For different types of constructions, grants are not utilized properly.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.

6.6 Availability of Construction Records with VEC

The survey results indicated only in 4 per cent upper primary schools, Village Education Committees having construction work manual. Only about 6.58 per cent and 12 per cent VECs have proper up keeping of funds records at primary and upper primary levels. In all the sample schools (101 in number) VECs have no school construction related account.

Table 6.9: Availability of Construction related records with VEC

Sl. No.	Gender	Primary Schools	Upper Primary Schools
1	Construction work manual with village education committees	-	1 (4.00)
2	Construction related manual not with VECs	76 (100.00)	24 (96.00)
3	No. of VEC with proper up keeping of Fund's records	5 (6.58)	3 (12.00)
4	No. of VEC without proper up keeping of funds	70 (92.11)	22 (88.00)
5	No. of VEC having accounts of school related construction work/items	-	-
6	No. of VECs not having accounts	76 (100.00)	25 (100.00)
	No. of total schools	76 (100.00)	25 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

6.7 Teaching Learning Materials (TLM)

There are more than 33 per cent teachers in primary schools and about 20 per cent teachers in upper primary schools who received TLM amount in the district. Training of teachers regarding use of TLM was imparted only in 7.92 per cent schools. The display of TLM was found same as 8.91 per cent of the sample schools. The use of TLM by the students was found in 30.77 percent schools having the display of TLM.

Table 6.10: Details about Teaching Learning Material

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	No. of Teachers/SM received TLM amount	105 (33.12)	25 (20.16)	130 (29.48)
2	Average	1.39	1.00	1.29
3	Training of Teachers regarding use of TLM	8 (10.53)	-	8 (7.92)
4	Display of TLM in Class rooms	9 (11.85)	-	9 (8.91)
5	Use of TLM by Student	23 (30.27)	8 (32.00)	31 (30.77)
	No. of Total school	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

The use of TLM by teachers for teaching has not been observed in 53.47 per cent of the total sample schools. In about 43 per cent schools, the teachers often used TLM. But in 3.96 per cent school teachers always used the same to teach students in primary schools.

Table 6.11: Use of TLM by Teachers

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	2 (2.64)	2 (8.00)	4 (3.96)
2	Often	34 (44.74)	9 (36.00)	43 (42.58)
3	Never	40 (52.64)	14 (56.00)	54 (53.47)
	Total	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- Most of the VECs did not have school construction related records
- This is one of the main reason of fund misuse and slow progress of construction work in schools of Basti District.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings

The construction of new primary and upper primary school buildings was not in progress at the time of survey. Therefore the status of construction of new school buildings could not be obtained.

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Schools Building under Construction	-	-	-
2	Progress of Construction (No. 7)			
	a. Foundation level	-	-	-
	b. Up from doors level	-	-	-
	c. Completing roof	-	-	-
	d. Final Finishing	-	-	-
	Total no. of schools	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

In more than 13 per cent sample primary schools the construction of extra room is found to be in progress during the course of survey. Only 8 per cent among sample upper primary schools is found to have construction work relating to extra rooms. The construction of extra rooms is in final stage as seen in case of around 10 per cent of primary schools. 80 per cent of other construction work in primary schools as well as 100 per cent in upper primary schools is in progress. About 90 to 10 per cent of work have been under the charge of Head Master and teachers respectively.

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary School	Upper Primary School
1	No. of School under Extra Room Construction	10(13.16)	2(8.00)
2	No. of School One Room Constructed	7(70.00)	2(100.00)
3	No. of School Two Room Constructed	3(30.00)	-
4	Progress of Extra Rooms Construction		
	a. Foundation Level	-	-
	b. Up from Doors Level	1(10.00)	-
	c. Completing Roof	1(10.00)	-
	d. Others	8(80.00)	2(100.00)
5	In charge of Construction Work		
	a. Head Master	9(90.00)	-
	b. Teacher	1(10.00)	2(100.00)
	c. NBRC	-	-

Source: Field survey, SSA Programme, District Basti, U.P.

7.2 Construction of Hand Pump and Toilets

In none of the sample schools, the installation work of hand pump is seen to be in progress. The installation of hand pump is not recorded to be under Swajaldhara, SSA and through other schemes. Further, there is no proposed hand pump to be installed in the schools of the sample area. There are no toilets proposed to be under construction in any of the sample schools.

Table 7.3: Under Construction and Proposed Hand Pumps and Toilets

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	-	-	-
Scheme of Hand Pumps Installation				
2	a. Swajaldhara	0(0.00)	0(0.00)	0(0.00)
	b. SSA	0(0.00)	0(0.00)	0(0.00)
	c. Others	0(0.00)	0(0.00)	0(0.00)
3	No. of Schools with proposed Hand Pumps	-	-	-
4	No. of Schools with under Construction of Toilets	-	-	-
Schemes for Toilets				
5	a. TSS	0(0.00)	0(0.00)	0(0.00)
	b. SSA	0(0.00)	0(0.00)	0(0.00)
	c. Others	0(0.00)	0(0.00)	0(0.00)
6	Proposed No. of Toilets in Schools	-	-	-

Source: Field survey, SSA Programme, District Basti, U.P.

7.3 Technical Supervision of Construction Work

There are 8 JEs found engaged in the supervision of different kinds of construction work in the sample schools. The supervisors were working at the block level (87.50 per cent) as well at the district level (12.50 per cent).

Table 7.4: Status of Technical Supervisor

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of JEs Supervising the Civil Work	7(70.00)	1(50.00)	8(66.67)
2	JEs Supervising at different level			
	a. Block level	6(85.72)	1(100.00)	7(87.50)
	b. Tehsil level	0(0.00)	0(0.00)	0(0.00)
	c. District level	1(14.28)	0(0.00)	1(12.50)
	Total	7(100.00)	1(100.00)	8(100.00)
	Total no of Sample schools	76(100.00)	25 (100.00)	101(100.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and suggestions

- Out of 10 schools only 7 had been supervised in case of Primary schools.
- Out of 2 schools only 1 had been supervised in case of Upper Primary schools.
- Construction of new Primary and Upper Primary schools was not found in the district.
- There was no installation of hand pump in the schools neither it was proposed.
- No toilets was proposed to be constructed in the schools.

There were 87.50 per cent of the total school sites of construction work where on the spot inspection was made. In around 85 per cent sites only one time inspection was made. The inspections were made at all stages of the construction except at linter level. The investigators have found 100 per cent of the construction (in case of 7 schools) as satisfactory. There were no such cases reported where investigator commented on unsatisfactory construction work.

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Inspection of Construction Work on spot by Technical Employee	6 (85.72)	1 (100.00)	7 (87.50)
2	No. of times Inspections was done Before Survey			
	a. One Time	6(100.00)	-	6(85.72)
	b. Two Time	-	1(100.00)	1(14.28)
	c. Three and More Time	-	-	-
3	Level of Inspection			
	a. At the Foundation Level	5(83.33)	1(100.00)	6(85.72)
	b. Up to Doors Level	-	-	-
	c. Linter Level	-	-	-
	d. Other	1(16.67)	-	1(14.28)
4	Views of Investigators regarding Construction Work			
	a. Good	-	-	-
	b. Satisfactory	6(100.00)	1(100.00)	7(100.00)
	c. Unsatisfactory	-	-	-
5	Comments of Investigator in condition of Unsatisfactory Construction Work			
	a. Low Quality of Building Material	0 (0.00)	0 (0.00)	0 (0.00)
	b. Slow Construction Work	0 (0.00)	0 (0.00)	0 (0.00)
	c. Lack of Appropriate use of Material	0 (0.00)	0 (0.00)	0 (0.00)

Source: Field survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- The satisfactory construction work has been reported in all 100 per cent cases.
- There was no reason pointed out for unsatisfactory construction work.
- Strict supervision of construction work is suggested.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

In Basti district, two KGBV are currently functioning in the district, one is situated in Prushrampur and the other at Saunghat. The sample KGBV in Saunghat has 94 enrolled students. The total amount received in this KGBV was not reported by the BSA for the financial year 2006-07.

8.1.1 Teachers and Other Staff

Kasturba Gandhi Balika Vidyalaya (KGBV) :

In Kasturba Gandhi Vidyalaya (KGBV), the no. of sanctioned warden cum teacher is 1, which was found in position at the time of visit. Further there were sanctioned, 4 full time teachers and 3 part time teachers out of which only five were in position at the time of visit. There were also 1 Accountant, 1 Chaukidar, 1 Peon and 1 Cook in position.

Table-8.1: Teachers and Other Staff

Sl. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	• Full Time	4	3
		• Part Time	3	2
3	Accountant		1	1
4	Assistant		-	-
5	Peon		1	1
6	Chaukidar		-	-
7	Cook		1	1
8	Others		-	-
	Helper		-	-
	Sweeper		-	-

Source: Field Survey, SSA Programme, District Basti, U.P.

8.1.2 Social Category of Students:

As per data in the table-8.2, 94 girls have been enrolled in the KGBV; 28 students belonged to SC category, 47 belonged to OBC, 3 belonged to the minority group and 16 belonged to others category.

Table-8.2: Social Category of Students

Sl. No.	Social Category	Number of Students
1	Schedule Caste	28 (29.79)
2	Schedule Tribe	-
3	OBC	47(50.00)
4	Minorities	3(3.20)
5	Other (below the poverty line)	16(17.03)
6	Total	94(100.00)

Source: Field Survey, SSA Programme, District Basti, U.P.

8.1.3 Infrastructure

Kasturba Gandhi Balika Vidyalaya (KGBV) was established in the year 2005 and it is functioning in a government building. The school building is well equipped with furniture to meet the class room and hostel requirements. The toilet facility is also available to the girls. The security arrangements for teachers and girls living in hostel have also been made available in the school.

8.2 National Programme for Education of Girls at Elementary Level (NPEGEL)

There are 5 NPEGEL in the district, as per survey conducted in 2 NPEGEL centres of the district. There was no information available relating to the total amount received as school grant. No NPEGEL has electricity supply. None of the samples are having Centre for Children Education (CCE). None of the centres have received grant for TLM, Library, Games and Training. There are total 40 girls found enrolled in these NPEGEL. The free books have been supplied in 02 NPEGEL centres. All the 02 NPEGEL centres are located in the buildings of the Upper Primary Schools.

Table 8.3: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/Percentage
1	No. of Model Cluster School Surveyed	2
2	No. of Model Cluster Schools received amount in Financial Year (2006-07)	-
3	Total Amount received	-
4	Amount Average per School	-
5	No. of Model Cluster School under Civil Work <ul style="list-style-type: none"> a. Extra Room b. Drinking Water c. Toilet 	-
6	No. of School with Electrified	-
7	No. of School with CCE	-
8	No of School Teacher Trained with Gender sensitization	-
9	No. of School required amount for TLM, Library, Game, Skill Training	-
10	Total No. of Girls enrolled Average per school	40 (20.00)
11	No. of School provided Free Text Book to Enrolled Girls	2

Source: Field Survey, SSA Programme, District Basti, U.P.

8.3 Education Guarantee Scheme (EGS), AIE and Madrasas:

There are 3 Madrasas/Maktab in the district of Basti. No EGS and AIE centres are located in the district. The sample Madarsa is located in Basti-Sadar block of the district. The selected Madarsa was established in 2001. The payment was reported to be regular in Madarsa centre. The payment of Rs.3000/- per month was made in the center.

Table 8.4: EGS/AIE Centres in Basti District

Sl. No.	Particulars	EGS	AIE	Madarsa	NRBC	Total
1	Total Number	-	-	1	-	1
2	No. of Sample Centers	-	-	1	-	1
3	a. Permanent Place b. Temporary Place	-	-	1	-	1
4	Establishment Year a. 2001 b. 2002 c. 2003 d. 2004 e. 2005 f. 2006 g. 2007	-	-	1	-	1
5	No of Acharya Trained	-	-	1	-	1
6	Payment to Acharya (Rs. 3000/month)	-	-	1	-	1
7	Regular Payment	-	-	1	-	1
8	Irregular payment	-	-	-	-	-

Source: Field Survey, SSA Programme, District Basti, U.P.

8.4 Students Attendance:

Student attendance in the alternative schooling centres was found to be low. Number of enrolled students in the center was 118 out of these only 53 students were found to be present on the day of visit. Most of the students are from backward castes and schedule castes. The girls are in lower proportion as compared to the boys. In Madarsa, the students belonged to the Muslim community.

Findings and Suggestions

- ◆ There are 2 KGBV running in the district.
- ◆ BSA did not inform about the grant received for KGBV in the district.
- ◆ There are no RBC and NRBC in the district.
- ◆ No EGS/AIE centres have been found in the district.
- ◆ The student attendance in the alternative schooling centres is low.
- ◆ The NPEGEL centres are not functioning properly.
- ◆ The Centres are deprived of TLM, MDM and other programmes.
- ◆ Proper records are not maintained.
- ◆ VEC members are required to be oriented for the development of alternative schooling.

8.5 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded to be 57 times in primary schools. The average number of visits is found to be twice in a month. NPRC coordinators have visited 68 times in primary schools. An average number of four visits in a month in primary school by NPRC coordinators was recorded.

In case of upper primary schools, the visit of BRC coordinators for academic input is recorded to be 23 times. The average number of visits is found to be twice in a month. In the same way, NPRC coordinators have visited 25 times in upper primary schools. An average number of four visits in a month, per school by NPRC coordinators were recorded.

Table 8.5: Details of Academic Input provided by Coordinator

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Visits of BRC Coordinator for Academic Input	57 (75.00)	23 (92.00)	80 (79.20)
2	No. of Times (Average) per month	Twice in a Month	Twice in a Month	Twice in a Month
3	Visits of NPRC Coordinator for Academic Input	68 (89.47)	25 (100.00)	93 (92.08)
4	No. of Times (Average) per Month	Four times in a Month	Four times in a Month	Four times in a Month
	Total Schools	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field Survey, SSA Programme, District Basti, U.P.

8.6 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each primary school. The data capture format was supplied to all the primary and upper primary schools in time. The complete data capture formats were submitted to the district office.

8.7 Investigators View about the Schools:

As per investigators view more than 35 per cent to 87 per cent primary schools were having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found bad in 6 per cent to more than 59 per cent primary schools.

The security in upper primary school was bad in 40 per cent schools. But the discipline was better in upper primary schools as compared to the primary schools.

Table 8.6: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1	Primary School					
	a. Security	-	4(5.27)	27(35.53)	45(59.21)	76(100.00)
	b. Hygiene	-	4(5.27)	60(78.95)	12(15.79)	76(100.00)
	c. Cleanliness	-	5(6.58)	64(84.21)	7(9.21)	76(100.00)
	d. Discipline in Students	-	5(6.58)	66(86.84)	5(6.58)	76(100.00)
2	Upper Primary School					
	a. Security	-	2(8.00)	13(52.00)	10(40.00)	25(100.00)
	b. Hygiene	-	3(12.00)	19(76.00)	3(12.00)	25(100.00)
	c. Cleanliness	-	4(16.00)	19(76.00)	2(8.00)	25(100.00)
	d. Discipline in Students	-	2(8.00)	22(88.00)	1(4.00)	25(100.00)

Source: Field Survey, SSA Programme, District Basti, U.P.

Findings and Suggestions

- ◆ BRC Coordinators visits were found on an average twice in a month in both schools (primary and upper primary school) for providing academic input.
- ◆ NRPC coordinators visits were made on an average four times in a month in both schools (primary and upper primary school).
- ◆ The filled in data capture formats have been sent to the district office.
- ◆ General school conditions were found to be average but these were rated better at the primary school level as compared to the upper primary level by the investigators.

Basti District Map

Situated in the state of Uttar Pradesh, Basti covers an area of 3034 sq. km. The district is located between 26° 23' and 27° 30' of North Latitudes. In east the district stretches from 82° 17' to 83° 20' East longitude.

The population in the District is 2068,922 (density : 682 persons/sq.km.) according to the census of 1991.

There are many small scale industries which offer employment to the local people. Basti is rich in bamboo, Eucalyptus (Eucalyptus teritornis), mango and shisham (Dalbergia sissoo).

The places which have tourism value are Ganeshpur, Makhauda, Chhawni Bazar, Chando Tal, Barah, Bhadeswar Nath, Pilda and Agauna.

